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ABSTRACT

This teacher's guide on beauty culture is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, food, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand--manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice. (HD)

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Department of Education
Division of Vocational Education

BEAUTY CULTURE

-- A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS

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FOREWORD

This manual is one of a series of six designed for the Employment Orientation program at the Gloucester County Vocational-Technical School. The school is a shared-time facility that has one group of students for approximately 3 hours in the morning and another group for approximately 3 hours in the afternoon. The Employment Orientation program is taught in six discrete units so that additional students may be accommodated if vacancies occur during the year.

The six areas covered are:

Laundry
Hospitality
Sewing
Basic Business
Foods
Beauty Culture

At the end of the year, assessments are made so that students can be mainstreamed into a regular program the following year. Therefore our major goal is to try to mainstream each of the students in the Employment Orientation program into regular vocational shop areas. A secondary goal is to acquaint the students with specific types of employment in a particular trade or industry, so that the choice of a vocational shop may be based on the realities of the world of work as well as on the aptitudes of the particular student.

All of the Special Needs students are classified by their district Child Study Team and are screened for admission into the Employment Orientation Program by the Special Needs Department at Gloucester County Vocational-Technical School.

This curriculum project includes daily class lesson plans, consisting of objectives, subject matter covered, audiovisual aids,demonstrations, student activities, and evaluation suggestions. The teacher is urged to make handouts out of all the audiovisuals and charts.

Some of the instructional material suggested may, of course, prove to be too difficult for some of the students. The teacher must, as always, tailor the material to the needs of the individual. Conversely, a large number of student activities have been incorporated into the program for those students who may progress faster than others.

A math program accompanies these units to stress the necessity for a basic understanding of practical math. For example, linear measurement is taught during the sewing unit, and weights and measures is taught during the foods unit.

In some areas, particularly Beauty Culture, the teacher will not expect complete memorization of all details covered, but should stress that these are included in the course content of a regular vocational course. The purpose is to give the student a realistic picture of what the regular course would be like and what would be expected if that student chose that course to be mainstreamed into the following school year.

Francine Grubb

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Objectives of the Beauty Culture Unit

Upon the completion of this unit the student will be able to:

1. Demonstrate the proper attitude and behavior of the Cosmetologist, following the guidelines of professional ethics.
2. Practice the proper makeup procedures.
3. Demonstrate proper sterilization techniques.
4. Identify the parts of the nail, nail diseases and irregularities.
5. Give a patron a manicure, using the correct procedure.
6. Wash the patron's hair, using the correct procedure.
7. Set a manikin's hair, using basic roller sets and pincurl techniques.
8. Identify skin disorders and give a facial.
9. Give a scalp treatment in the proper manner.
10. Demonstrate hairstyling techniques in the comb-out that is chosen for the shape of the face.

References

The following manuals are published by the Vocational-Technical Curriculum Laboratory, Rutgers – The State University, New Brunswick, New Jersey 08903.

Beauty Culture I – A Teacher's Guide
Theory of Beauty Culture – Volume I
Related Science – Cosmetology
All About Me

Filmstrip and Cassette:

"Health Rules to Follow"
Series: "The ABC's of Getting and Keeping a Job"
Eye Gate House
Jamaica, New York 11435

Filmstrips:

Richard Manufacturing Company
Van Nuys, California

Manicuring
Facial Massage
Scalp Treatments
Hair Styling
Makeup

Free materials from companies:

Johnson and Johnson, Inc.
New Brunswick, New Jersey 08903

The Pond's Beauty Institute
415 Madison Avenue
New York, New York 10017

The Gillette Company
Toiletries Division
100 Charles River Plaza
Boston, Mass. 02114

Alberto-Culver Company
Melrose Park, Ill. 60160

Noxell Corporation
Baltimore, Maryland

Avon Products
9 W. 57th Street
New York, New York 10019

Clairol
Consumer Relations
345 Park Avenue
New York, New York 10022

Revlon, Inc.
767 Fifth Avenue
New York, New York 10022

Knox Gelatine

Cutex Corporation

Breck

Wella Corporation

Proctor and Gamble
Educational Services
P.O. Box 14009
Cincinnati, Ohio 45214

Books:

"The Keystone Guide to Beauty Culture", by Anthony B. Colletti
Keystone Publications
1657 Broadway
New York, New York 10019

"Standard Textbook of Cosmetology", by Constance V. Kibbe
Milady Publishing Company
3839 White Plains Road
Bronx, New York 10467

Objectives

At the completion of this lesson the student will be able to:

--Identify all of the equipment in the classroom used for beauty culture.
--Demonstrate professional ethics in situations that are role-played in class.
--Have a better understanding of the state laws with regard to Cosmetology.

Method

A. Lecture – discussion

1. The state laws affecting the cosmetologist
2. Explanation of the importance of good attendance (due to licensing requirements)
3. What are professional ethics?
4. The equipment used in beauty culture and how it is used
5. Safety in the beauty-culture classroom

B. Audiovisual

1. Teacher will distribute a kit of tools to each student.
2. Filmstrip and cassette – "Health Rules to Follow" (Eye Gate).

C. Demonstration

Teacher will demonstrate the use of all the items in the kit.

Teacher preparation

A. Gather lecture notes.
B. Have kits ready for distribution.
C. Get filmstrip projector and cassette player.

Student activity

A. Students will role-play situations set up by the teacher that will involve professional ethics. Students will discuss the attitudes shown.

B. Students will identify all of the items in their kits by their proper names.

Evaluation

Teacher will evaluate each student individually on the role-playing to see if the concepts of professional ethics have been grasped.

Objectives

At the completion of this lesson the student will be able to:

--Demonstrate the proper behavior and attitude of a cosmetologist working with people.

--Have an understanding of the importance of a good personality, especially in this trade.

--Identify what is meant by competition with other operators, and know different ways to avoid trouble with patrons.

Method

A. Lecture – discussion

1. What is personality?
2. Why personality is so very important in the beauty-culture business
3. The meaning of competition and how to avoid its bad effects

B. Audiovisuals

1. Numerous booklets on good grooming, etc. (see references at beginning of unit).
2. A.V. 2 – YOU

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Have more role-playing situations devised for students.
C. Collect booklets for students.
D. Get overhead projector and A.V. materials.
E. Get tape recorder.

Student activity

A. Each student will fill out a copy of A.V. 2.

B. Students will role-play situations that the teacher has previously devised. These can be recorded. Students and teacher will comment on attitudes revealed.

C. Students will read assignments from the booklets that the teacher hands out on good grooming, etc.

Evaluation

A. Teacher will evaluate students on their answers to questions based on the reading assignments.

B. Teacher will see how well the students can analyze their own speech and voices from the tape recorder.

C. Teacher will evaluate students' personalities and attitudes as shown by the role-playing, and also by their comments on the role-playing by their classmates.

Objectives

At the completion of this lesson the student will be able to:

--Practice good grooming daily and understand its importance on the job.
--Practice good posture and demonstrate why it is necessary for someone standing a lot.
--Demonstrate daily the personal-care standards that are the guidelines for daily living.
--Differentiate differences in people (color of skin, shape of eyes, shape of face, etc.)

Method

A. Lecture – Discussion

1. Good grooming and personal care
2. The importance of good grooming – in this business especially
3. The importance of good posture
4. Differences in people
   a. eyes
   b. coloring
   c. shape of face
   d. skin type

B. Audiovisuals

1. A.V. 3a – Health Rules
2. A.V. 3b – What Aids Do I Have?
3. A.V. 3c – How Should They Wear Their Hair?
4. A.V. 3d, 3e, 3f, 3g – Our Differences

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity.

Student activity

Students will make a personal chart, telling shape of face, color of eyes, shape of eyes, etc.

Evaluation

A. Teacher will evaluate each student on how well the chart was planned and made.

B. From time to time, the teacher will evaluate the students' grooming, posture, and personal-care standards.

Objectives

At the completion of this lesson the students will be able to:

--Apply makeup in the proper amount to themselves and to each other.
--Demonstrate special techniques in using makeup to alter the appearance or camouflage facial defects.

Method

A. Lecture – discussion

1. Skin types
2. Facial coloring
3. Special features for accenting
4. Special areas to camouflage
5. Proper amounts of makeup to use

B. Audiovisuals

1. Many booklets on makeup application from Avon, Cover Girl, etc.
2. Filmstrip on Makeup.

C. Demonstration

Teacher will demonstrate proper makeup application on students of different colorings.

Teacher preparation

A. Gather lecture notes.
B. Have booklets ready for students.
C. Have enough makeup of different kinds available for the student activity. Have creams on hand for makeup removal.
D. Get filmstrip projector.

Student activity

A. Students will practice making themselves up.
B. Students will make up their partners' faces.

Evaluation

Teacher will evaluate the students on how well they applied the makeup and in what quantity.

Objective

At the completion of this lesson the student will be able to:

--Differentiate between use of makeup for daytime and for the evening.

Method

A. Lecture – discussion

1. How much makeup should you use for evening occasions?
2. What does "iridescent" mean?
3. How can makeup alter your appearance (e.g., stage makeup)?

B. Audiovisual – none

C. Demonstration

Teacher or guest expert will demonstrate how to apply stage makeup to alter the appearance.

Teacher preparation

A. Gather lecture notes.
B. Have materials ready for student activity.
C. Try to get someone to come in to the class to demonstrate stage-makeup application.

Student activity

Students will make themselves up for daytime and then for evening, and explain the differences.

Evaluation

Teacher will evaluate students' explanations of differences between their daytime and evening makeups.

Objective

At the completion of this lesson the student will be able to:

---Determine the natural arch of the eyebrow and shape it according to that arch.

Method

A. Lecture – discussion

1. The many types of eyebrows
   a. Natural arch
   b. Length
   c. Width (bushiness)
2. The eyebrow must fit the face.
3. "Cleaning out" the area under the brow.
4. Materials needed for shaping the eyebrows.

B. Audiovisuals

A.V. 6a – Eyebrows
A.V. 6b – Shaping the Eyebrows

C. Demonstration

Teacher will demonstrate shaping of the eyebrows.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Be sure to have all of the necessary equipment for shaping the eyebrows.

Student activity

A. Students will practice shaping their eyebrows. If they do a very good job they may try helping someone else who may be having trouble.
B. Students will practice on each other during the year.

Evaluation

Teacher will evaluate all students as to how well they followed the prescribed steps in shaping the eyebrows.

Objective

At the completion of this lesson the students will be able to:

--Identify the different types of bacteria and begin to familiarize themselves with the scientific names for them.

Method

A. Lecture – discussion

1. Introduction
   a. Presence of bacteria all around us
   b. Harmless bacteria
   c. Beneficial bacteria
   d. Disease-producing bacteria
2. Types of bacteria
   a. Cocci (round bacteria)
   b. Bacilli (rod-shaped bacteria)
   c. Spirilla (long and curved bacteria)
3. The microscope and what it does

B. Audiovisuals

1. A.V. 7a – Cocci
2. A.V. 7b – Bacilli
3. A.V. 7c – Spirilla
4. Rocom film – Microorganisms in a Health-Care Setting

C. Demonstration

Teacher will demonstrate how to use the microscope to look at bacteria.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector, Rocom projector, and A.V. materials
C. Get microscopes, slides, etc.

Student activity

Students will look through the microscopes and draw what they see. Then they will determine whether they have seen cocci, bacilli, or spirilla.

Evaluation

Teacher will evaluate all students on how well they determined which type they saw.

Objectives

At the completion of this lesson the student will be able to:

--State where bacteria grow and what can be done to keep the bacteria from growing.

--Explain how bacteria multiply and what conditions make them grow faster or slower.

Method

A. Lecture – discussion

1. How do bacteria grow and multiply?
2. What conditions do bacteria need to grow and multiply fast? (more slowly?)
3. Where do we find bacteria?
4. What can be done to stop the growth of bacteria?
5. Where would we find bacteria in the beauty shop?
6. How "cultures" of bacteria can be made by inoculating a sterile growing medium and putting it into a place having favorable growing conditions.

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make cultures of bacteria to be put into an incubator .

Teacher preparation

A. Gather lecture notes.
B. Check with other teachers to get the incubator and sterilized petri dishes for the student activity.

Student activity

Students will inoculate petri dishes with all different types of things (hair, clip, comb, cuticle pusher, finger tip, coin, rubber band, etc.). Keep one dish as a control. Put all into an incubator for several days.

Evaluation

Teacher will evaluate students on how well they work on their student activity.

Objectives

At the completion of this lesson the student will be able to:

--Differentiate between a communicable disease and a noninfectious disease.
--Name at least one disease spread by: bacteria, viruses, fungi, and insects or mites.
--Make a list of sanitation rules for the beauty shop.

Method

A. Lecture – discussion

1. How bacteria are spread from person to person
2. Meaning of infectious disease
3. Meaning of noninfectious disease
4. Some diseases spread by bacteria – diphtheria, lockjaw, strep throat, syphilis, gonorrhea, tuberculosis, etc.
5. Some diseases spread by viruses – common cold, influenza, chicken pox, mumps, measles, etc.
6. Some diseases spread by fungi – ringworm, athlete's foot
7. Some diseases spread by insects or mites – pediculosis, scabies
8. Implications for beauty shop – sanitary measures needed

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to examine the petri cultures.

Teacher preparation

Gather lecture notes.

Student activity

A. Students will examine cultures and describe in writing or draw what they have found.

B. Students will make rules on how to keep their shop free of bacteria.

Evaluation

Teacher will evaluate the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Explain the need for sterilization in the beauty shop.
--Differentiate between the kinds of sterilizing solutions used in the beauty shop and explain their various uses.

Method

A. Lecture – discussion

1. Method of sterilization
   a. Boiling water
   b. Steam
   c. Radiation or ultraviolet rays
   d. Freezing
   e. Chemical agents
2. Introduction to quats and how they are used in sterilization
3. Various strengths of quaternary ammonium compounds and where each is used

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate mixing quat solutions and explain where they are used.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activity.

Student activity

Students will mix quaternary ammonium solutions for proper aterilization practices.

Evaluation

Teacher will evaluate each student on the student activity.

Objective

At the completion of this lesson the student will be able to:

--Identify and demonstrate the proper use of the common disinfectants used in the beauty shop.

Method

A. Lecture – discussion

1. Meaning of "antiseptic" and "disinfectant"
2. Disinfectants used in beauty shops
   a. Quats
   b. Formaldehyde gas in water
   c. Alcohol
   d. Hydrogen peroxide
   e. Sea Breeze
3. Uses of antiseptics, such as witch hazel
4. Preparing a formaldehyde solution
5. Different methods of sterilization
   a. Sterilizing metallic implements with a chemical solution
   b. Sterilizing combs and brushes with chemical solutions

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate sterilizing combs and brushes.
2. Teacher will demonstrate sterilizing shears and manicure nippers.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstrations and student activity.

Student activity

A. Given the barbicide solution, each student will sterilize combs and brushes.
B. Students will practice the other ways of sterilizing equipment.

Evaluation

Teacher will evaluate each student on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Identify the principal parts of the nail and tell what the nail is made of.
--Describe what a manicure is and what instruments are needed.

Method

A. Lecture – discussion

1. Structure of the nail
   a. Chemical
   b. Physical
2. The principal parts of the nail
   a. Nail body
   b. Free edge
   c. Nail root
3. What is a manicure?
4. The reasons for a manicure
5. The instruments needed for a manicure (A.V. 12a)
6. The manicuring table (A.V. 12b)

B. Audiovisuals

1. A.V. 12a – Manicuring Implements
2. A.V. 12b – The Manicuring Table
3. Filmstrip – Manicuring

C. Demonstration

1. The teacher will demonstrate how to set up a manicuring table.
2. The teacher will demonstrate the use of the materials found in the manicuring kit.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials
C. Be sure manicuring kits and things needed for the manicuring table are ready for use.
D. Get filmstrip projector.

Student activity

A. The students will set up a manicuring table.
B. The students will identify the parts of their own nails.
C. The students will identify the instruments used for manicuring.

Evaluation

The teacher will evaluate each student on the student activities.

Lesson 13

The Principal Parts of the Nail
Removing Nail Polish

Objectives

At the completion of this lesson the student will be able to:

--Identify the principal parts of the nail.
--Correctly remove nail polish from the nails.

Method

A. Lecture – discussion

1. The principal parts of the nail (A.V. 13)
   a. Free edge
   b. Nail plate
   c. Nail groove
   d. Lunula
   e. Cuticle
2. Removing polish from the nail
   a. Incorrect way
   b. Correct way
   c. Comparison

B. Audiovisual

A.V. 13 – The principal parts of the nail

C. Demonstration

The teacher will demonstrate the incorrect and correct way of removing polish from the nail, comparing the two procedures. Stress the correct way.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.
D. Be sure that all students have dark polish on.

Student activity

A. Students will practice removing polish from their partner's nails, using the correct procedure.

B. Students will identify the parts of the nail as they work on each other.

Evaluation

Teacher will evaluate each student individually on the student activity.

Objectives

At the completion of this lesson the student will be able to:

--Identify more of the component parts of the nail.
--File nails in the correct manner.

Method

A. Lecture – discussion

1. The component parts of the nail (A.V. 14a)
2. Filing the nails in the proper way (A.V. 14b)
3. The basic shapes of the nails (A.V. 14c)

B. Audiovisuals

1. A.V. 14a – The Component Parts of the Nail
2. A.V. 14b – The Beveled Nail
3. A.V. 14c – Shapes of Nails

C. Demonstration

The teacher will demonstrate the proper way to file the nails.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

A. Students will practice filing nails in the proper manner.
B. Teacher will continue to ask the students the parts of the nail as they are working.

Evaluation

Teacher will evaluate each student on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Recognize some of the irregularities that may be found in the nail.
--Practice the proper method of cuticle care.

Method

A. Lecture – discussion

1. Different nail irregularities and what the problems are (A.V. 15a, 15b, 15c)
2. How to care for the cuticle
3. Special instruments and products for cuticle care.

B. Audiovisuals

1. A.V. 15a – Nail Irregularities
2. A.V. 15b – Nail Irregularities
3. A.V. 15c – Nail Irregularities

C. Demonstration

Teacher will demonstrate proper cuticle care and procedure for cuticle care in manicuring.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

A. Students will practice proper cuticle care on each other.
B. Teacher will ask about different nail irregularities.
C. Students will check each other's nails for nail irregularities.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Recognize diseases of the nail and state some of the causes of those diseases.
--Polish the nails in the proper manner.

Method

A. Lecture – discussion

1. Common diseases of the nails and what causes them (A.V. 16a, 16b, 16c)
2. How to polish the nails (A.V. 16d)

B. Audiovisuals

1. A.V. 16a – Diseases of the Nail
2. A.V. 16b – Diseases of the Nail
3. A.V. 16c – How To Polish the Nails

C. Demonstration

The teacher will demonstrate how to polish the nails, using a dark polish. (Dark polish shows the brush strokes better).

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

A. Students will polish each other's nails, using a dark polish so teacher can see the strokes.
B. Students will be asked to explain the diseases of the nail.

Evaluation

Teacher will evaluate each student on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Describe nail irregularities and diseases, given pictures of each.
--Give a complete and professional manicure, using all of the proper procedures.

Method

A. Lecture – discussion

1. Review of nail irregularities
2. Review of nail diseases
3. The manicure procedure

B. Audiovisuals

1. A.V. 15a, 15b, 15c – Nail Irregularities
2. A.V. 16a, 16b – Diseases of the Nail
3. A.V. 17 – Manicure Procedure

C. Demonstration

The teacher will demonstrate the procedure of manicuring the nails.

Teacher preparation

A. Gather lecture materials.
B. Overhead projector and A.V. materials
C. Get materials for demonstration and student activity.

Student activity

Students will practice giving a professional manicure to each other.

Evaluation

A. Teacher will evaluate the students on the student activity and their ability to follow directions.
B. Teacher will also evaluate the students on how well they learned the nail irregularities and nail diseases.

Objective

At the completion of this lesson the student will be able to:

--Properly comb out a head of tangled hair.

Method

A. Lecture – discussion

1. Why is it important to comb out tangles in the hair?
2. Where to start when combing out tangles
3. How to comb out tangled hair

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to comb out tangled hair.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have different types of combs available.
C. Have other materials ready for student activity.

Student activity

A. Students will practice combing out tangled hair.
B. Students will then prepare a barbicide solution and sanitize the combs in the proper manner.

Evaluation

Teacher will evaluate students on the student activity and how well they remembered how to sanitize the combs.

Objectives

At the completion of this lesson the student will be able to:

--Properly prepare the patron for a shampoo.
--Brush out the patron's hair before shampooing.

Method

A. Lecture – discussion

1. Preparing the patron for a shampoo
2. Precautions
   a. Be sure that no water will get down the collar area.
   b. Be sure the operator is also covered.
3. Brushing out the patron's hair
4. Testing the water temperature

B. Audiovisual – none

C. Demonstration

1. The teacher will demonstrate how to prepare the patron for a shampoo.
2. The teacher will demonstrate the proper way to brush out the patron's hair and to test the water temperature.

Teacher preparation

A. Gather lecture materials.
B. Be sure to have enough towels and aprons for demonstration and student activity.

Student activity

A. Students will practice preparing their partners for a shampoo.
B. Students will practice brushing out their partner's hair.

Evaluation

The teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Identify the basic functions of hair
--Understand that hair differs in different individuals.
--Determine the natural growth of hair.
--Tease hair in the proper manner.

Methods

A. Lecture – discussion
   1. Composition of hair
   2. Growth – the hair grows out of the skin, but is also a part of the skin.
   3. Purposes of hair
   4. Differences in hair
      a. Color
      b. Texture (coarse, fine)
      c. Form (curly, straight)
   5. Growth of hair – by season, age, color
   6. Teasing the hair
      a. Reasons
      b. Who likes teased hair
      c. Procedure

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate the proper procedure in teasing the hair.

Teacher preparation

A. Gather lecture notes.
B. Be sure that manikins are ready for student activity and demonstration (possibly pre-set by the regular beauty culture students for a combout).

Student activity

Students will practice teasing the hair, using manikins. Some may use their partners.

Evaluation

Teacher will check to be sure that student is using the proper method of teasing the hair.

Objectives

At the completion of this lesson the student will be able to:

--Name the major bones of the hand.
--Demonstrate how to give a proper manicure.
--Identify bones of the hand while giving the manicure.

Method

A. Lecture – discussion

1. The bones of the hand (A.V.21a)
2. Why you must know the anatomy of the hand
3. Relating this information to manicuring
4. Giving a proper manicure

B. Audiovisual

A.V. 21 – The Bones of the Hand

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get manicuring implements and materials for student activity.

Student activity

A. Manicure Day – students will manicure each other's nails.
B. Students will try to name the bones of the hand as they are manicuring.

Evaluation

Teacher will evaluate the students on how well they follow their manicuring procedures.

Objective

At the completion of this lesson the student will be able to:

--Demonstrate the steps in giving a shampoo, using a manikin.

Method

A. Lecture – discussion

1. Importance of following the steps
2. The steps in shampooing
3. Be sure the customer is satisfied.
4. Know what you are going to do before you begin, especially in using conditioners.

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate the proper method of shampooing the hair.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have the proper materials ready for the demonstration and student activity.

Student activity

A. Students will practice shampooing their manikins.
B. If time allows, some students may like to try shampooing another student's hair, allowing enough time for the hair to dry.

Evaluation

The teacher will evaluate the students on how well they follow the procedures of shampooing.

Objective

At the completion of this lesson the student will be able to:

--Recognize the correct procedures for shampooing by watching someone else shampoo a patron and determining whether any mistakes have been made.

Method

A. Lecture – discussion

1. Review of the steps in shampooing
2. Visit to the Cosmetology lab to watch a demonstration of shampooing
3. If space allows, the students will wash each other's hair.

B. Audiovisual – none

C. Demonstration

Demonstration will be by either the regular Cosmetology teacher or a 2nd year student. The students will watch closely to see if the procedure is done correctly.

Teacher preparation

A. Gather lecture notes.
B. Be sure to arrange the lab session with the Cosmetology teacher.
C. Have other things ready for the students to do in case it is not possible for them to give each other shampoos.

Student activity

If possible the students will wash each other's hair in the Cosmetology lab, using the correct procedure and the proper equipment.

Evaluation

The teacher will evaluate the students on how well they remember the procedure and how well they adapt to the new situation.

Objectives

At the completion of the lesson the student will be able to:

--Identify the parts of the hair.
--Explain how hair replaces itself.
--Section the hair.
--Wind the hair on rollers.

Method

A. Lecture – discussion

1. Parts of the hair (A.V. 24a)
   a. shaft
   b. root
2. The hair root (A.V. 24b)
3. The hair and follicle (A.V. 24c)
4. The sebaceous glands (A.V. 24d)
5. Replacement of hair (A.V. 24e)
6. Sectioning the hair for setting
7. How to use a roller (A.V. 24f)

B. Audiovisuals

1. A.V. 24a – Division of Hair
2. A.V. 24b – Hair Root
3. A.V. 24c – The Hair and Follicle
4. A.V. 24d – Sebaceous Gland
5. A.V. 24e – Replacement of Hair
6. A.V. 24f – How to Use a Roller

C. Demonstration

1. The teacher will demonstrate how to section the hair.
2. The teacher will demonstrate how to hold hair and roller, insert roller properly, and wind the hair.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get rollers, clips, etc. for student activity.

Student activity

A. Students will practice how to section the hair.
B. Students will practice inserting the rollers.

Evaluation

Teacher will evaluate the students on the student activity.

Objective

At the completion of this lesson the student will be able to:

--Analyze a strand of hair as to its texture, elasticity, porosity, and condition.

Method

A. Lecture – discussion

1. Texture – diameter and feel
2. Elasticity (stretchability)
3. Porosity – absorption of water – good, medium, or poor
4. Condition

B. Audiovisual – none

C. Demonstration

1. Checking hair for texture
2. Checking hair for elasticity
3. Checking hair for porosity
4. Checking hair for general condition

Teacher preparation

A. Gather lecture notes.
B. Get microscope.
C. Chart paper, etc. for student activity A.

Student activity

A. Students will gather five hairs from different people and check them for texture, elasticity, and porosity.
B. Students will look at different types of hair under the microscope (normal, damaged, bleached, etc.)

Evaluation

Teacher will evaluate the students on the quality of their student activity.

Objectives

At the completion of this lesson the student will be able to:

--Create hair styles for different shapes of faces.
--Set a manikin's head using the Basic Roller Set I.

Method

A. Lecture – discussion

1. Determining the shape of the face
2. Ideal shape of the face – as close to an oval as possible
3. Different ways to change the apparent shape of the face with the hairstyle
4. Filmstrip on hairstyling
5. Basic roller set I (A.V. 26a)

B. Audiovisuals

1. Filmstrip on Hairstyling
2. A.V. 26 – Basic Roller Set I
3. A.V. 3c – How Should They Wear Their Hair?

C. Demonstration

Teacher will demonstrate the Basic Roller Set I.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get filmstrip projector and film.
D. Gather materials for student activity.

Student activity

A. Students will practice the Basic Roller Set I.
B. Given A.V. 3c as a handout, the student will draw in hairstyles that will make the shape of the faces appear more nearly oval.

Evaluation

A. Teacher will evaluate the students on their roller sets.
B. Teacher will check the students' sheets on hairstyles to be sure they understood the lesson.

Objective

At the completion of this lesson the student will be able to:

--Identify the various layers of skin and explain their functions.

Method

A. Lecture – discussion

1. The layers of the skin (A.V. 27a and 27b)
2. The functions of the layers of skin
3. Combing out the roller set from yesterday

B. Audiovisuals

1. A.V. 27a – Cross Section of Skin (labeled)
2. A.V. 27b – Cross Section of Skin (no labels)

C. Demonstration

The teacher will demonstrate how to comb out the roller set.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Be sure the students have their kits available for student activity.

Student activity

Students will comb out the Basic Roller Set I that they set on their manikins the day before.

Evaluation

The teacher will be checking for proper procedures in the comb-out phase. Teasing practice will be stressed.

Objectives

At the completion of this lesson the student will be able to:

--Identify some common disorders of the skin.
--Set a manikin with Roller Set II.

Method

A. Lecture – discussion

1. Causes of common skin disorders
2. Common skin disorders and diseases

a.	tan	f.	fever blisters, boils
b.	freckles	g.	impetigo
c.	albinism	h.	acne
d.	leucoderma	i.	tinea or ringworm
e.	chloasma	j.	bromidrosis

3. A disease may be acute or chronic.
4. Occupational diseases (allergy)

B. Audiovisual

A.V. 28 – Roller Set II

C. Demonstration

Teacher will demonstrate Roller Set II.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity.

Student activity

Students will practice setting Roller Set II on their manikins.

Evaluation

Teacher will evaluate the students on Roller Set II as to how well they follow the guide and place the rollers.

Objectives

At the completion of this lesson the student will be able to:

--Properly care for her/his own skin to control dryness, oiliness, or acne.
--Demonstrate the proper techniques of washing the face and applying facial products.

Method

A. Lecture – discussion

1. Caring for the skin and why
2. Skin problems that occur in young people and their prevention
3. Procedures for washing, toning, and moisturizing

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate the proper way to wash, tone, and moisturize the skin.

Teacher preparation

A. Gather lecture materials.
B. Get materials for demonstration and student activity.

Student activity

A. Students will determine their own skin types.
B. Students will wash their faces and use a toner and/or moisturizer, depending upon their skin type.

Evaluation

Teacher will evaluate the students on how well they carry out the procedure in the student activity.

Objective

At the completion of this lesson the student will be able to:

--Perform facial manipulations and be able to properly give a facial, using no creams as yet.

Method

A. Lecture - discussion

1. The facial manipulations and what they do
2. Preparing the patron for a facial
3. The facial manipulations and how to do them

B. Audiovisual

Filmstrip on Facial Massage

C. Demonstration

The teacher will demonstrate the facial manipulations, using no creams.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have all materials ready for demonstration.
C. Get filmstrip projector and filmstrip.

Student activity

The students will practice the facial manipulations on each other and show the teacher how they do them.

Evaluation

Teacher will evaluate the students on how well they do the facial manipulations.

Objectives

At the completion of this lesson the student will be able to:

--Identify the muscles of the neck.
--Give a facial massage, using the correct creams and the proper facial manipulations.

Method

A. Lecture – discussion

1. The muscles of the neck (A.V. 31)
2. Review of getting the patron ready for a facial
3. Review of the facial manipulations

B. Audiovisual

A.V. 31 – Muscles of the Neck

C. Demonstration

Teacher will again trace the steps in giving a facial.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity.

Student activity

Students will pick partners and give each other facials, using the correct procedures and products.

Evaluation

Teacher will evaluate the students on how well they work their facial manipulations and on the procedure used in getting the patron ready and the application of creams.

Objectives

At the completion of this lesson the student will be able to:

--Identify the bones of the cranium.
--Set a manikin using Roller Set III.

Method

A. Lecture – discussion

1. The bones of the cranium (A.V. 32a)
2. Roller Set III (A.V. 32b)

B. Audiovisuals

1. A.V. 32a – The Bones of the Cranium
2. A.V. 32b – Roller Set III

C. Demonstration

Teacher will demonstrate how to set Roller Set III.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

Students will set their manikins using Roller Set III.

Evaluation

A. Teacher will wander around the room and ask the students to identify the bones of the head.
B. Teacher will evaluate the students on how well they follow the sample in setting their manikins' hair.

Objectives

At the completion of this lesson the student will be able to:

--Describe two scalp disorders that a cosmetologist must be aware of.
--Give a scalp treatment, using the proper manipulations.

Method

A. Lecture – discussion

1. Scalp disorders
   a. Dandruff or dry scalp
   b. Oily scalp
2. Scalp manipulations – given more for emotional than physical reasons
3. Procedure for scalp manipulations
4. Procedure for dry-scalp treatment
5. Muscles of the scalp (A.V. 33a)

B. Audiovisuals

1. A.V. 33 – Muscles of the Scalp
2. Filmstrip on Scalp Treatments

C. Demonstration

Teacher will demonstrate how to give a dry-scalp treatment.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get filmstrip projector and film.
D. Get materials for dry-scalp treatment.

Student activity

A. Students will practice the scalp manipulations.
B. Students will give each other a dry-scalp treatment if needed; otherwise students will give a plain scalp treatment.
C. Students who are finished will do comb-outs.

Evaluation

Teacher will evaluate the students on how well they work on their student activities.

Objectives

At the completion of this lesson the student will be able to:

--Identify the bones of the arm.
--Function independently in giving a manicure.

Method

A. Lecture – discussion

1. The bones of the arm (A.V. 34)
2. Review of the manicure procedures.

B. Audiovisual

A.V. 34 – The Bones of the Arm

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for Manicure Day.

Student activity

A. Today is Manicure Day. The students will choose partners and work independently.
B. After students' nails have been checked by the teacher, students may work on their manikins.

Evaluation

A. Teacher will evaluate the students on how well they retained the information on giving a manicure.
B. Teacher will also be checking on behavior and how well the students work independently.

Objectives

At the completion of this lesson the student will be able to:

--Identify the parts of a curl.
--Make pincurls in a proper manner.

Method

A. Lecture – discussion

1. The parts of the curl (A.V. 35a)
2. The mobility of a curl (A.V. 35b)
3. Making the pincurls in the proper manner

B. Audiovisuals

1. A.V. 35a – Parts of a Curl
2. A.V. 35b – Mobility of a Curl

C. Demonstration

The teacher will demonstrate the proper way to make a pincurl.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

The students will set an entire manikin head in pincurls.

Evaluation

The teacher will evaluate the dexterity which the student displays in making pincurls.

Objectives

At the completion of this lesson the student will be able to:

--Perform a fingerwaving, using the proper techniques.
--Decide independently which skills need the most work and practice them.

Method

A. Lecture – discussion

1. What a fingerwave is
2. Who gets a fingerwave?
3. How to fingerwave

B. Audiovisuals

1. A.V. 36a – Fingerwaving Back of Head
2. A.V. 36b – Set Using Fingerwave and Maypole curls

C. Demonstration

Teacher will demonstrate how to fingerwave.

Teacher preparation

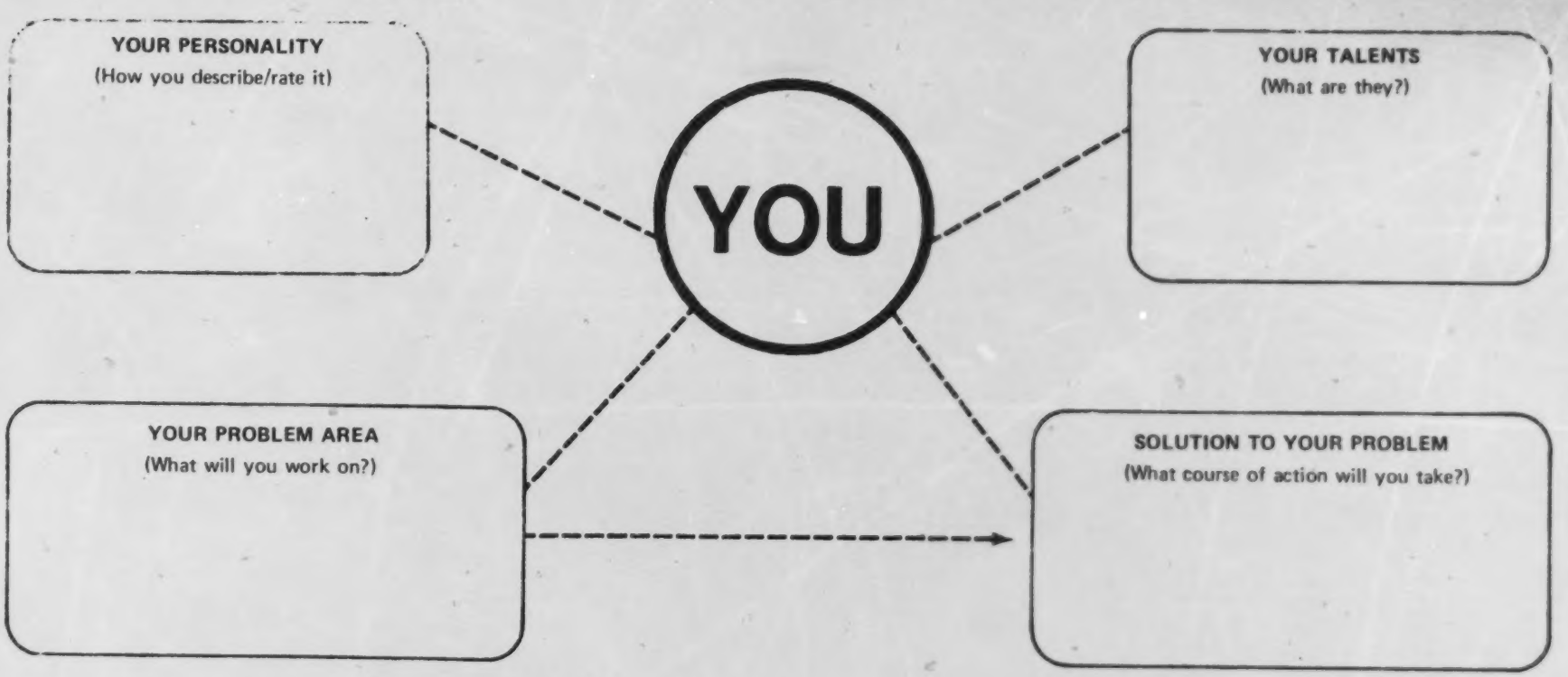
A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Have plenty of materials ready for student activities.

Student activities

A. Students will practice fingerwaving each day for 3 days.
B. Students will decide on special areas of study and work on them also. They may choose manicures, facials, roller sets and comb-outs, fingerwaving, or pincurl practice.

Evaluation

The teacher will evaluate each student on general abilities. Those students who wish to be mainstreamed into Cosmetology will be tested on each skill at a higher level.



52

WHAT PROGRESS ARE YOU MAKING?					
1ST WEEK	2ND WEEK	3RD WEEK	4TH WEEK	5TH WEEK	6TH WEEK

AV-2

PROPER DIET

PROPER REST

EXERCISE

DRINK ENOUGH WATER

PROPER ELIMINATION

CLEANLINESS

What Aids Do I Have?

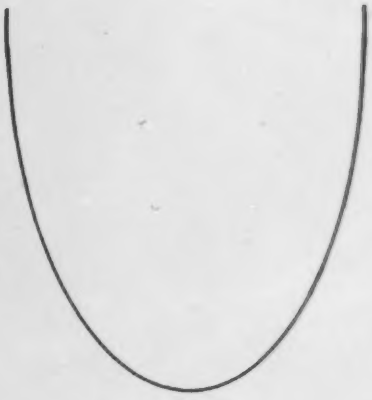
ESSENTIAL	ADDITIONAL GROOMING AIDS

PRICELESS ASSETS—NOT FOR SALE

How Should They Wear Their Hair?

OVAL

ROUND



LONG

SQUARE

AV–3c

OUR DIFFERENCES

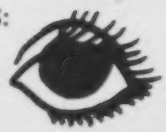
THE COLOR OF OUR SKIN

THE COLOR OF OUR EYES:

Brown
Blue
Green
Grey
Hazel

THE SHAPE OF OUR EYES:

Round



Narrow

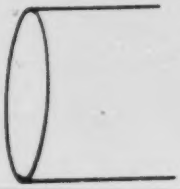
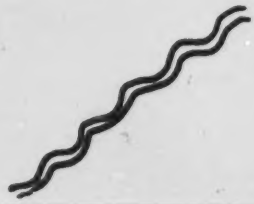
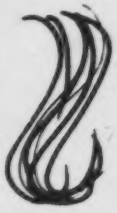
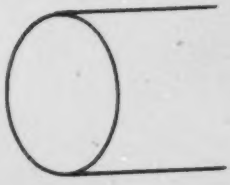
Half-moon

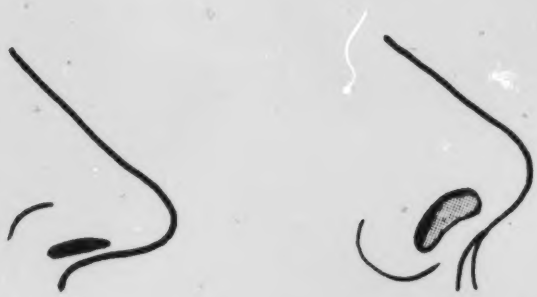
Turned-up

THE COLOR OF OUR HAIR:

Brown
Blond
Black
Red

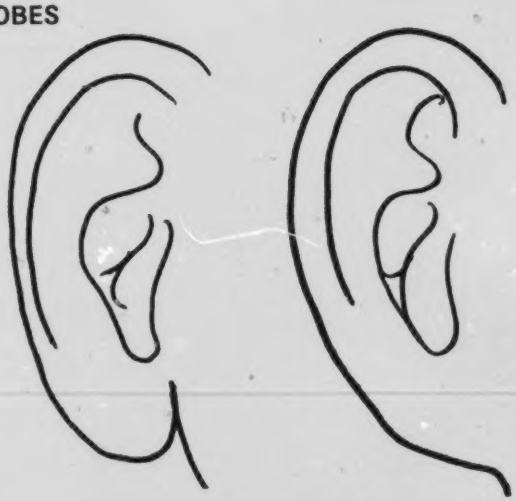
THE KIND OF HAIR

	Shape of Many Hairs	One Hair Made Bigger	One Hair
Flat			
Round			
Oval			



SHAPE OF OUR NOSE

SHAPE OF OUR EARLOBES



SHAPE OF OUR LIPS

THE SIZE AND SHAPE OF OUR BODY

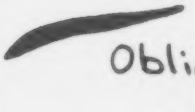
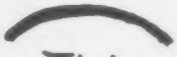
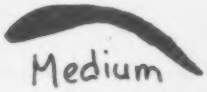
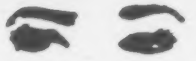
Short

Tall

Heavy

Thin

EYEBROWS

shape	size	position
 Oblique	 Thin	High
Straight	 Medium	 Low
Arched	Thick	Brows Meeting
Normal		Brows Apart
Angular		

Shaping the Eyebrows

Change the line as little as possible. Remove straggly hairs, underneath or over the bridge of the nose. Don't tweeze hairs farther back from center face than inner corner of the eye. Don't tweeze on top. The outer end of the brow should move **outward**, not up, **not** down. The highest elevation (arch) of the brow is usually well placed if it is over the outer end of the iris (colored part of the eye) as you look directly into a mirror. Brows might stop about a quarter of an inch beyond the outer end of the eye.

A combination of some tweezing and some color can make eyebrows more flattering to individual face shapes. For instance, for faces . . .

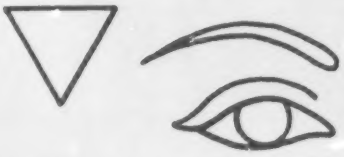
A shallow arch; no strong height

Rounded arch; extend no more than an eighth of an inch

Somewhat straight; avoid any downturn at outer ends

Gentle, shallow arch; may be slightly "peaky"

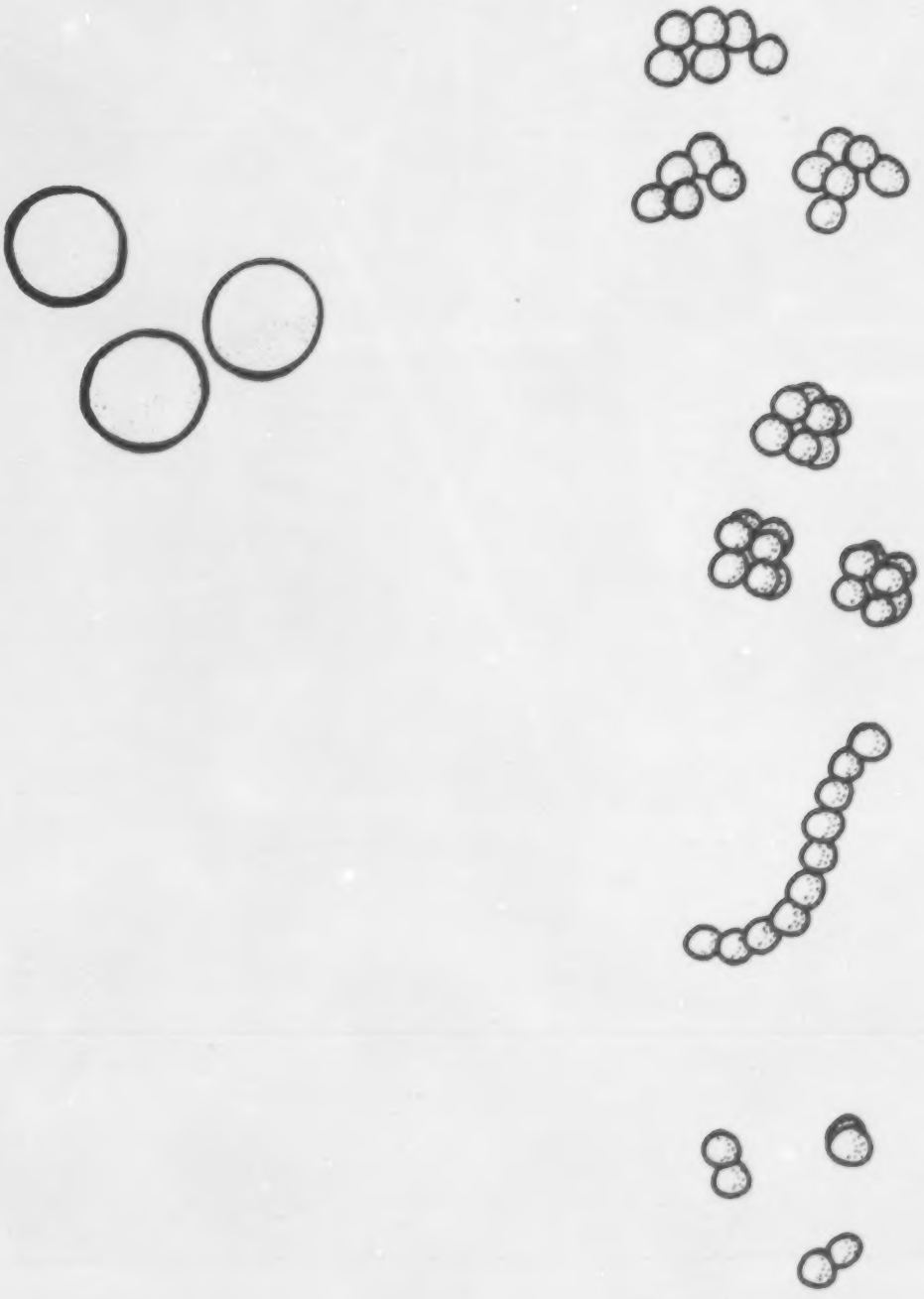
Rounded, elevated arch



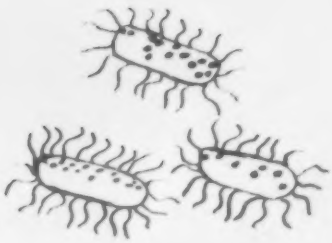
Soft, rounded arch; extend short brows slightly

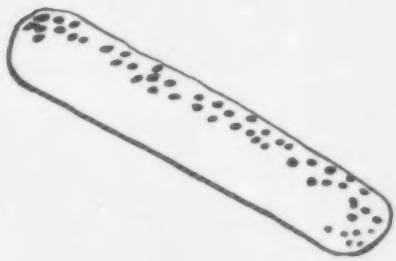
Short, shallow arch

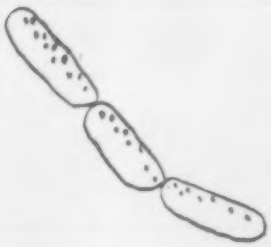
TYPES OF BACTERIA - COCCI



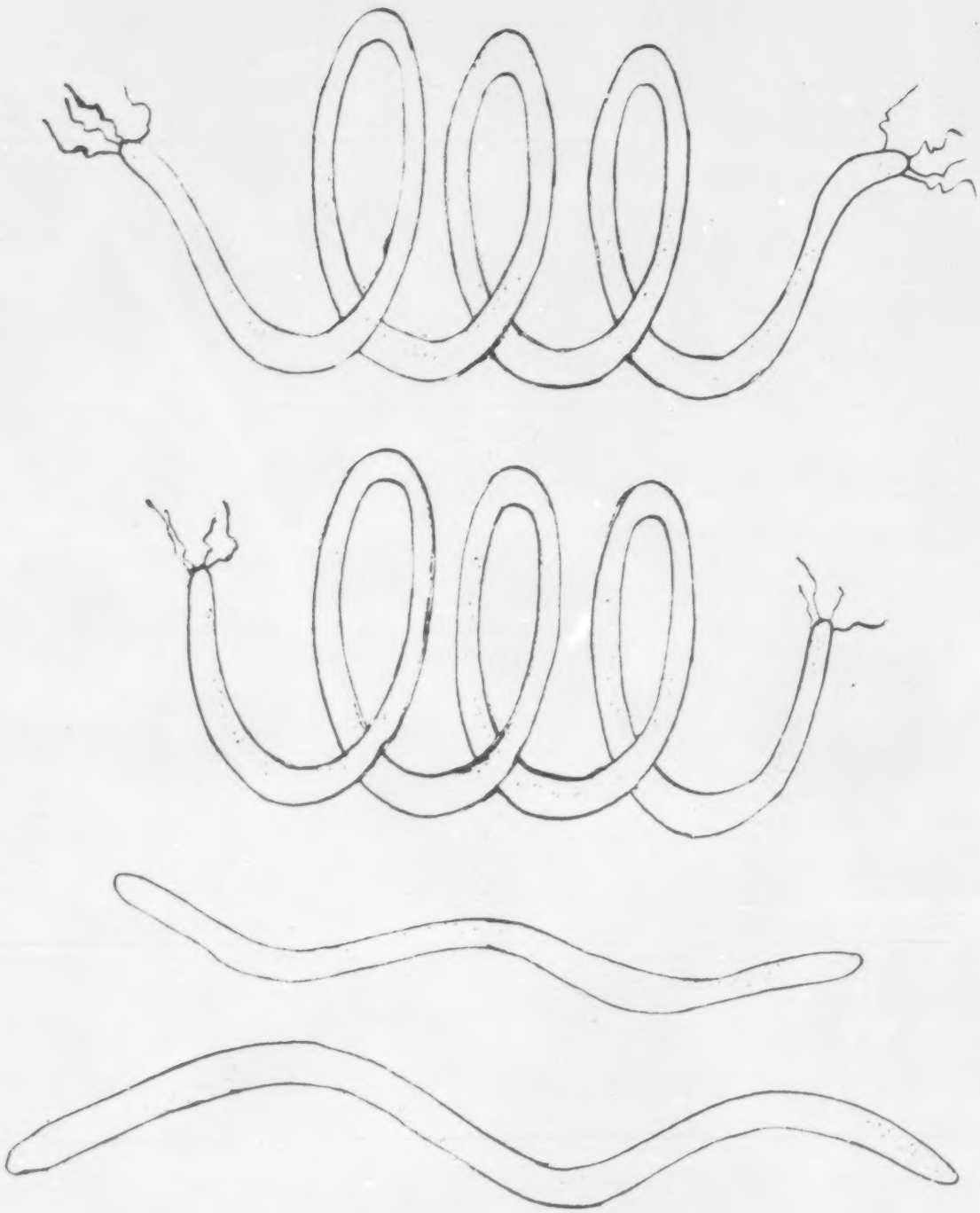
TYPES OF BACTERIA - BACILLI







TYPES OF BACTERIA - SPIRILLA



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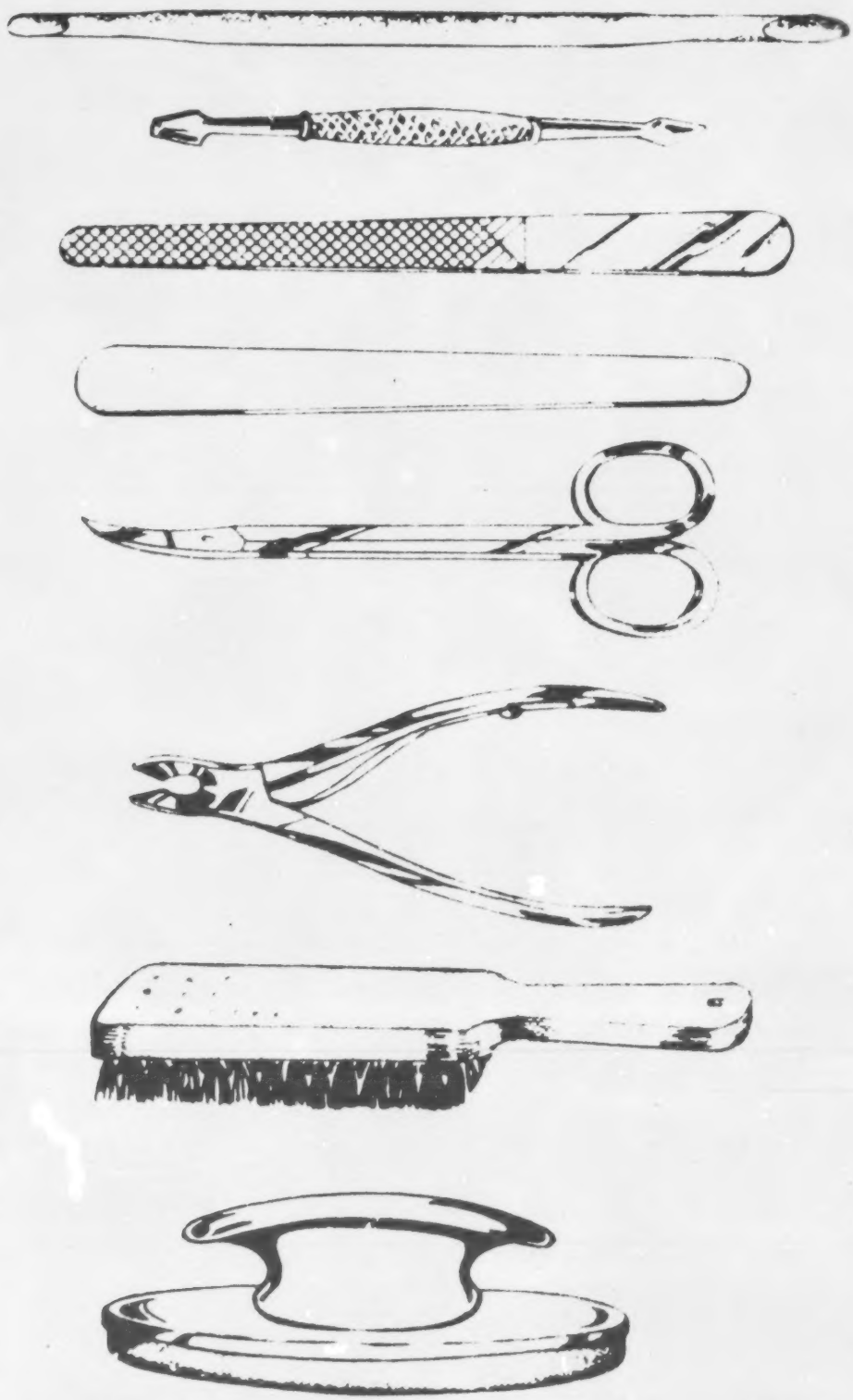
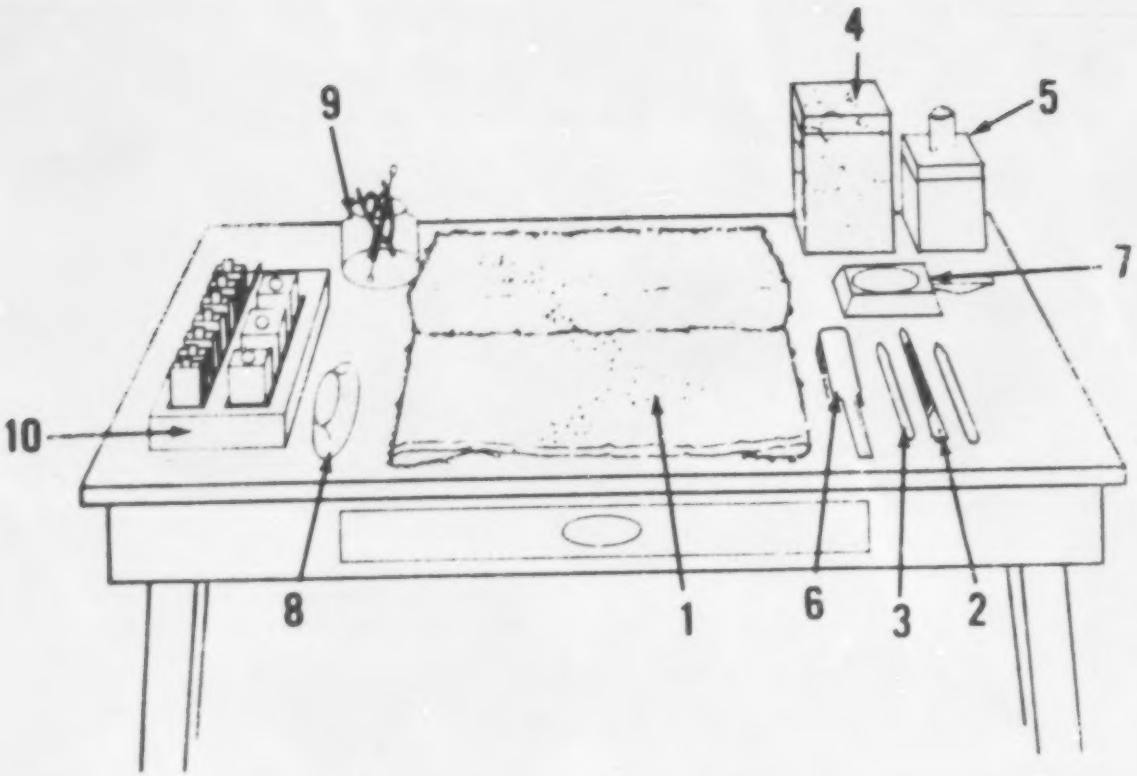
MANICURING IMPLEMENTS

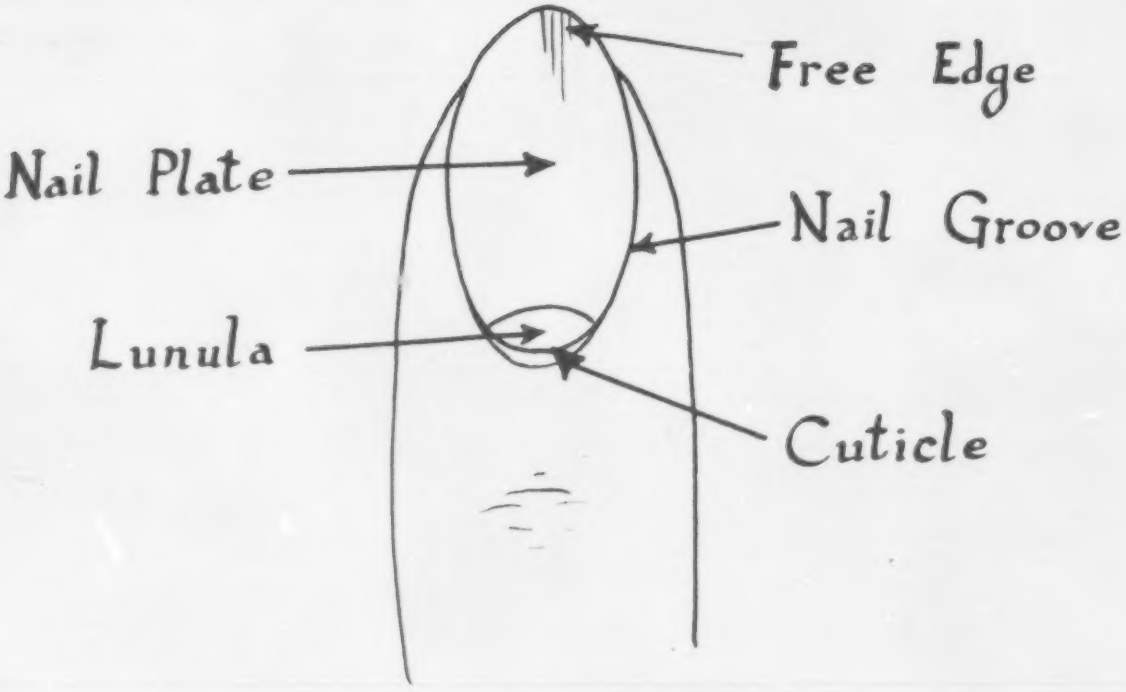


THE MANICURING TABLE

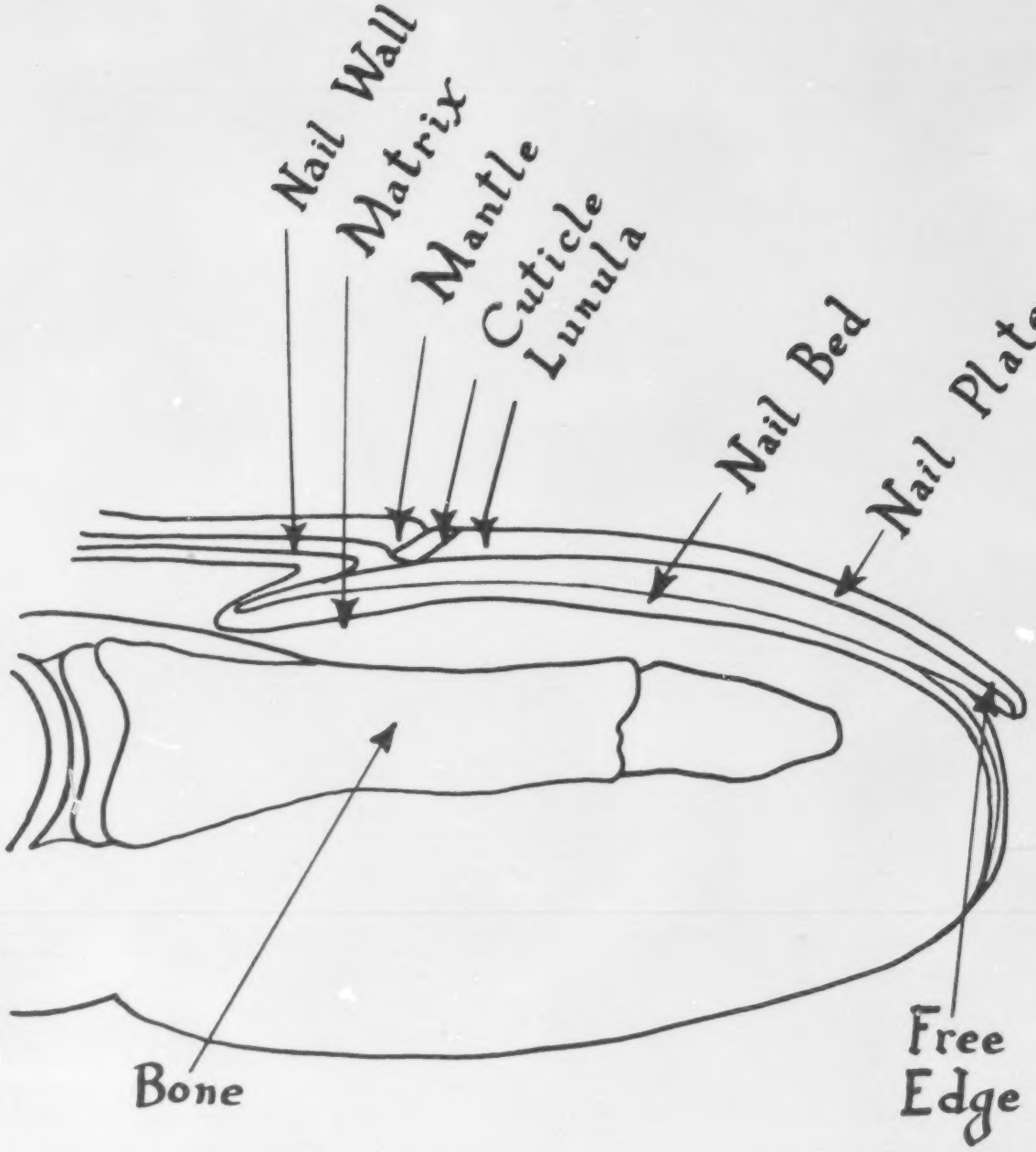


1. TOWEL-WRAPPED PILLOW
2. STEEL FILE
3. EMERY BOARD
4. COTTON CONTAINER
5. ALCOHOL
6. NYLON OR STIFF-BRISTLE BRUSH
7. FINGER BATH
8. BUFFER
9. WET SANITIZER CONTAINING MANICURE IMPLEMENTS
10. TRAY WITH NAIL COSMETICS

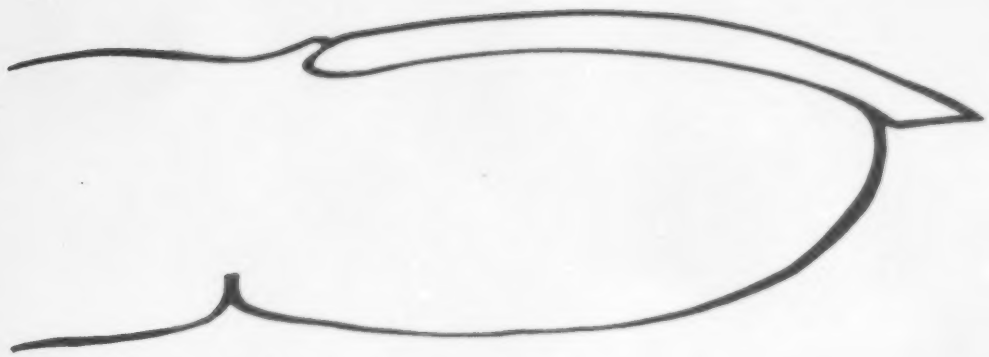
PRINCIPAL PARTS OF THE NAIL



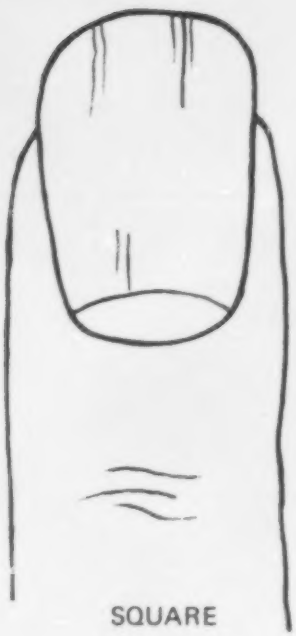
COMPONENT PARTS OF THE NAIL



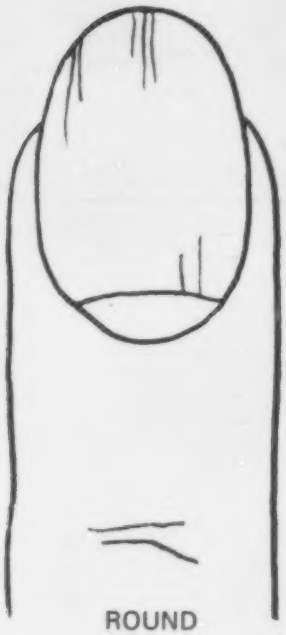
THE BEVELED NAIL



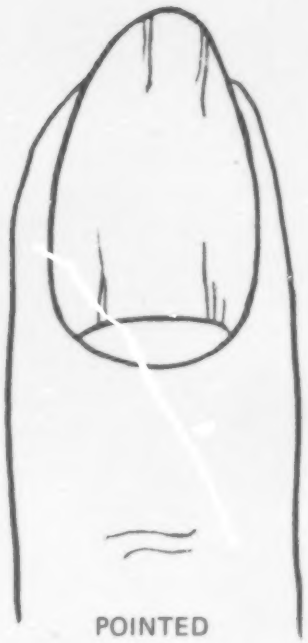
SHAPES OF NAILS



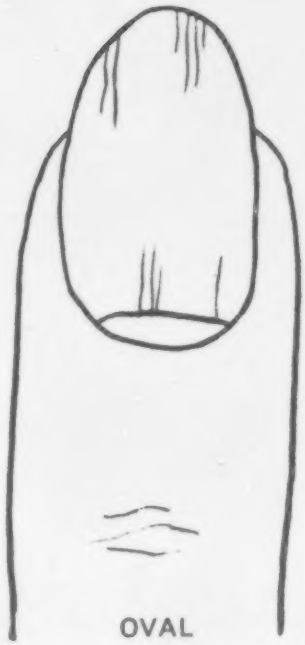
SQUARE



ROUND



POINTED



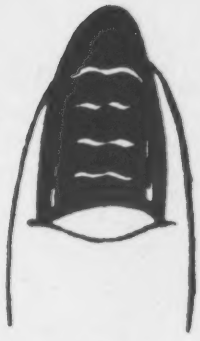
OVAL

NAIL IRREGULARITIES

CORRUGATIONS

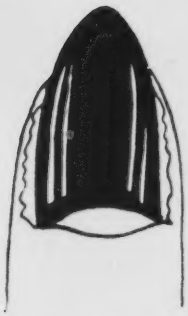
BLUE NAIL

EGGSHELL NAIL



FURROWS

NAIL IRREGULARITIES



HANGNAILS

BRITTLE NAILS

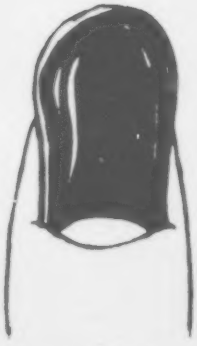
BITTEN NAILS

OVERGROWN CUTICLES

NAIL IRREGULARITIES

ATROPHY

WHITE SPOTS



THICKENING

DISEASES OF THE NAIL

ONYCHOMYCOSIS
(ON-E-KO-MI-KO-SIS)

(Ringworm)

ONYCHOCRYPTOSIS
(ON-iK-O-KRIP-TO'-SIS)

(Ingrowing nails)

PARONYCHIA
(PAR-O-NIK-E-AH)

(Inflammation
around the nail)

ONYCHOPTOSIS
(ON-E-KOP-TO-SIS)

(Shedding)

DISEASES OF THE NAIL

ONYCHOGRYPOSIS
(ON-E-KO-GRI-PO-SIS)

(Abnormal curvature)

ONYCHOPHYMA
(ON-E-KO-FI-MAH)

(Inflamed swelling)

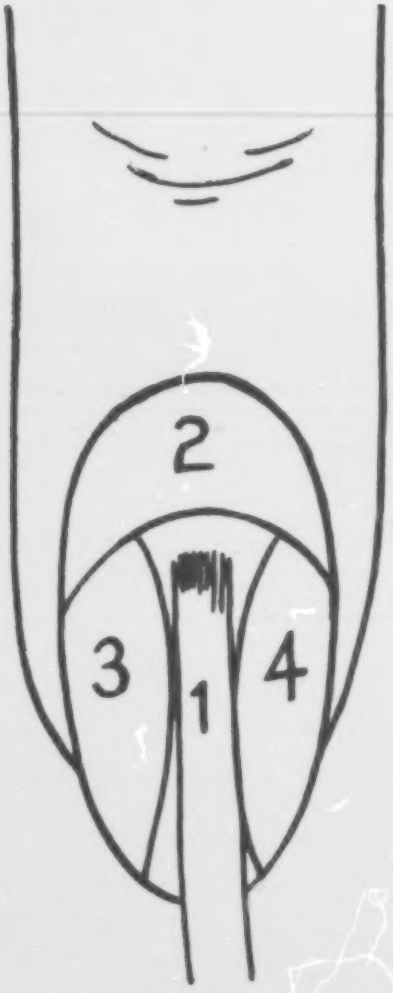
ONYCHOPHOSIS
(ON-E-KO-FO-SIS)

(Growth in nail bed)

ONYCHOLYSIS
(ON-E-KOL-I-SIS)

(Loosening of nail)

HOW TO POLISH THE NAILS



Manicure Procedure

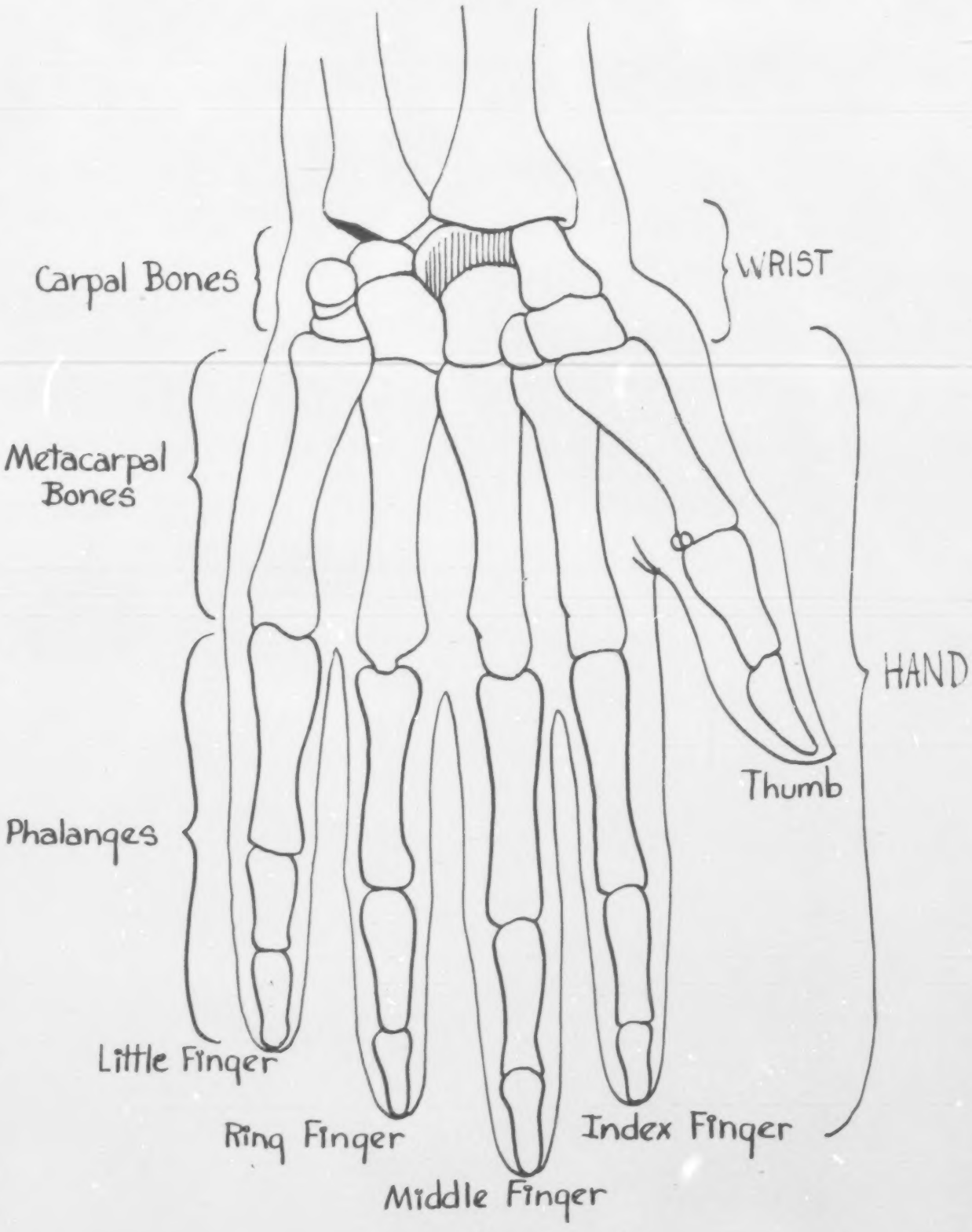
1. Clean polish from left hand.
2. Shape nails on left hand.
3. Soak left hand in bath to soften cuticle.
4. Clean polish from right hand.
5. Shape nails on right hand.
6. Soak right hand.
7. On left hand:
   a. Dry fingertips and gently push back cuticle with towel.
   b. Apply cuticle remover with cotton-wrapped orange stick.
   c. Clean under free edge with cotton dipped in soapy water.
   d. Loosen cuticle with flat side of pusher.
   e. Trim loose cuticle if necessary.
8. Repeat steps on right hand.
9. Scrub both hands with brush.
10. Apply polish.

    Base coat

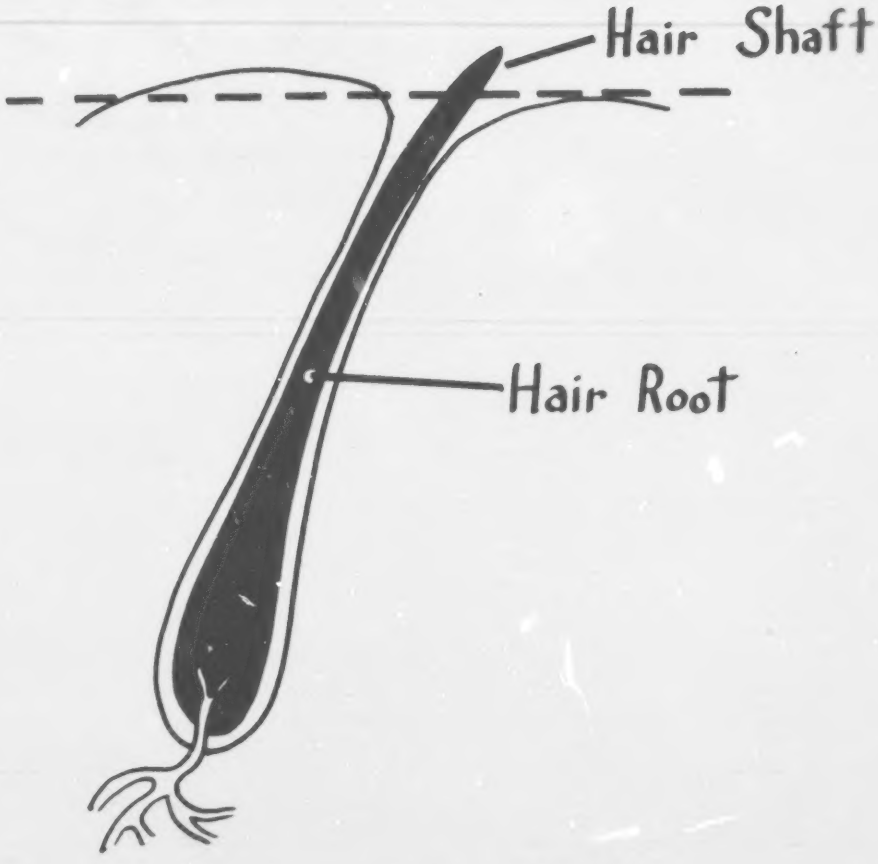
    Color

    Top coat

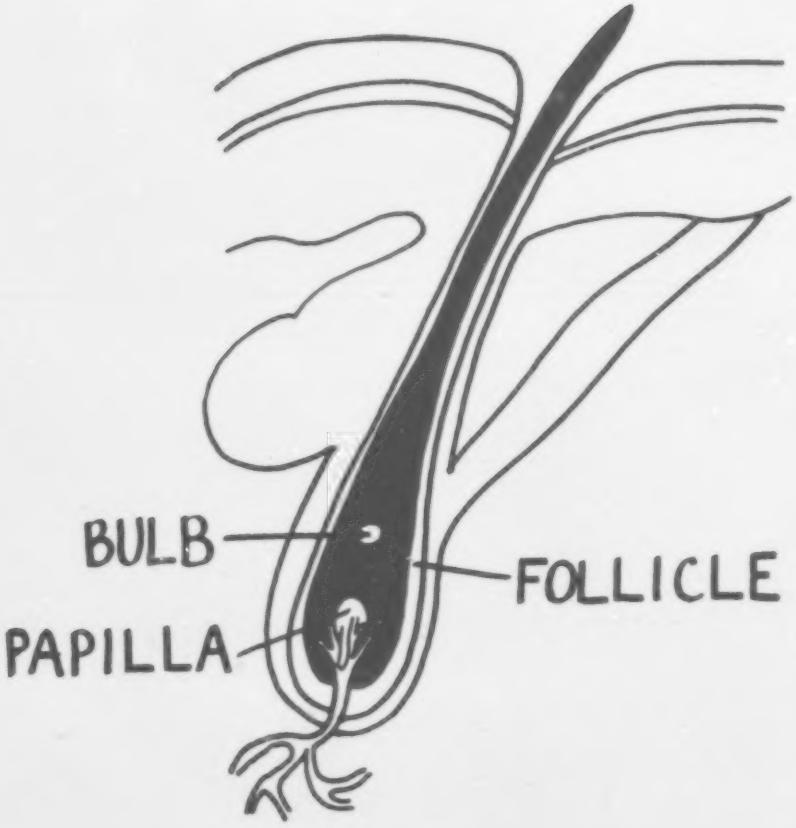
Bones of Hand



DIVISIONS OF HAIR



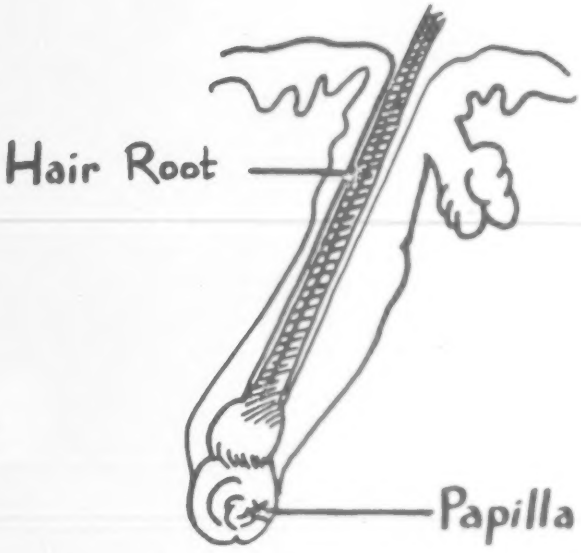
HAIR ROOT

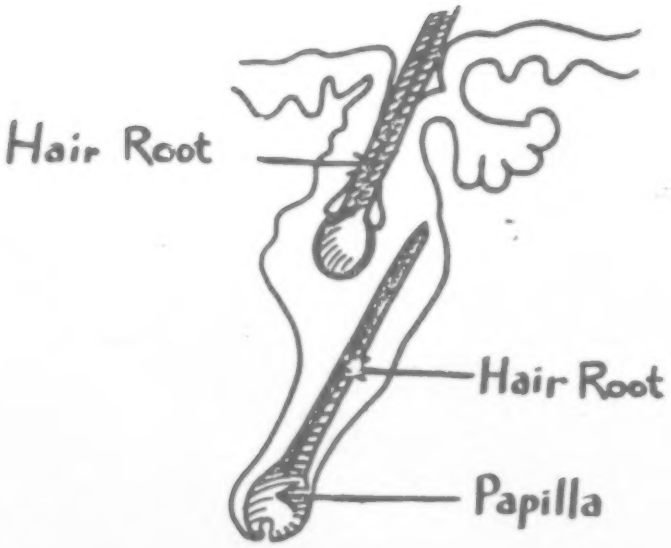


HAIR AND FOLLICLE

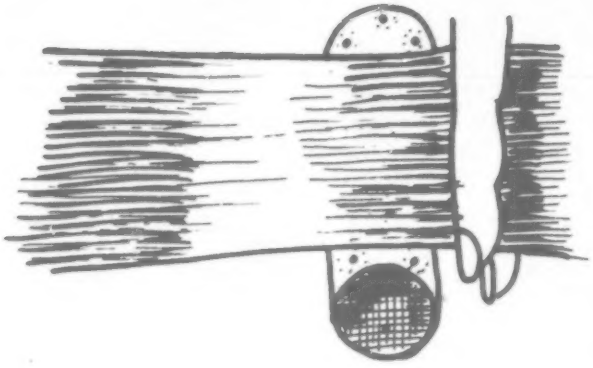
SEBACEOUS GLAND

REPLACEMENT OF HAIR



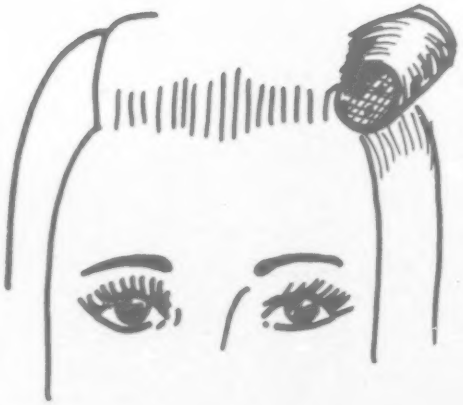


HOW TO USE A ROLLER

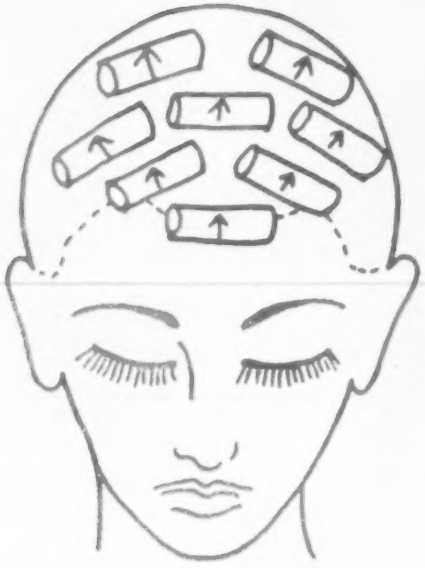


DRAPE ROLLER

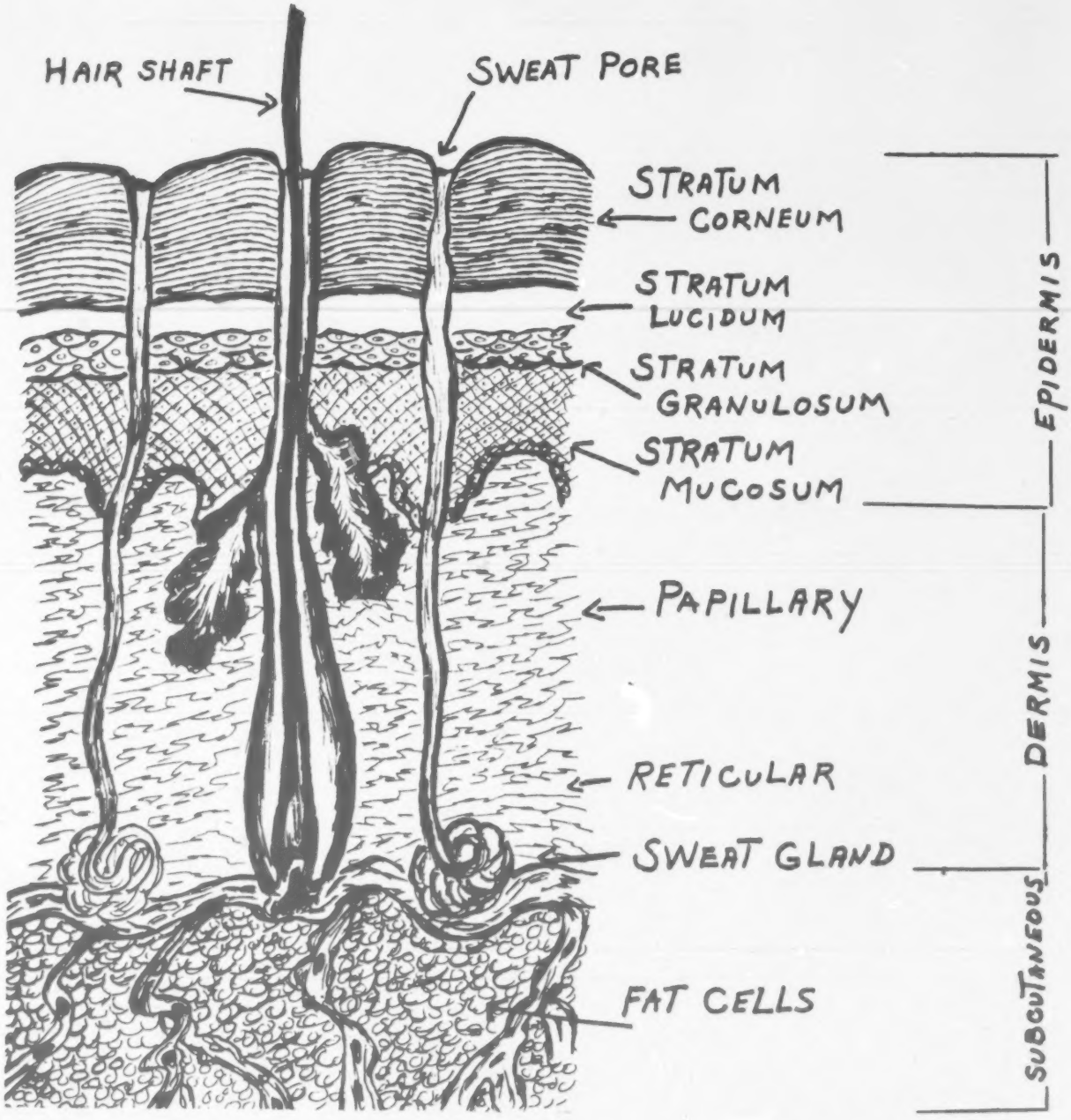
LIFT ACTION



THE ROLLER SET-I

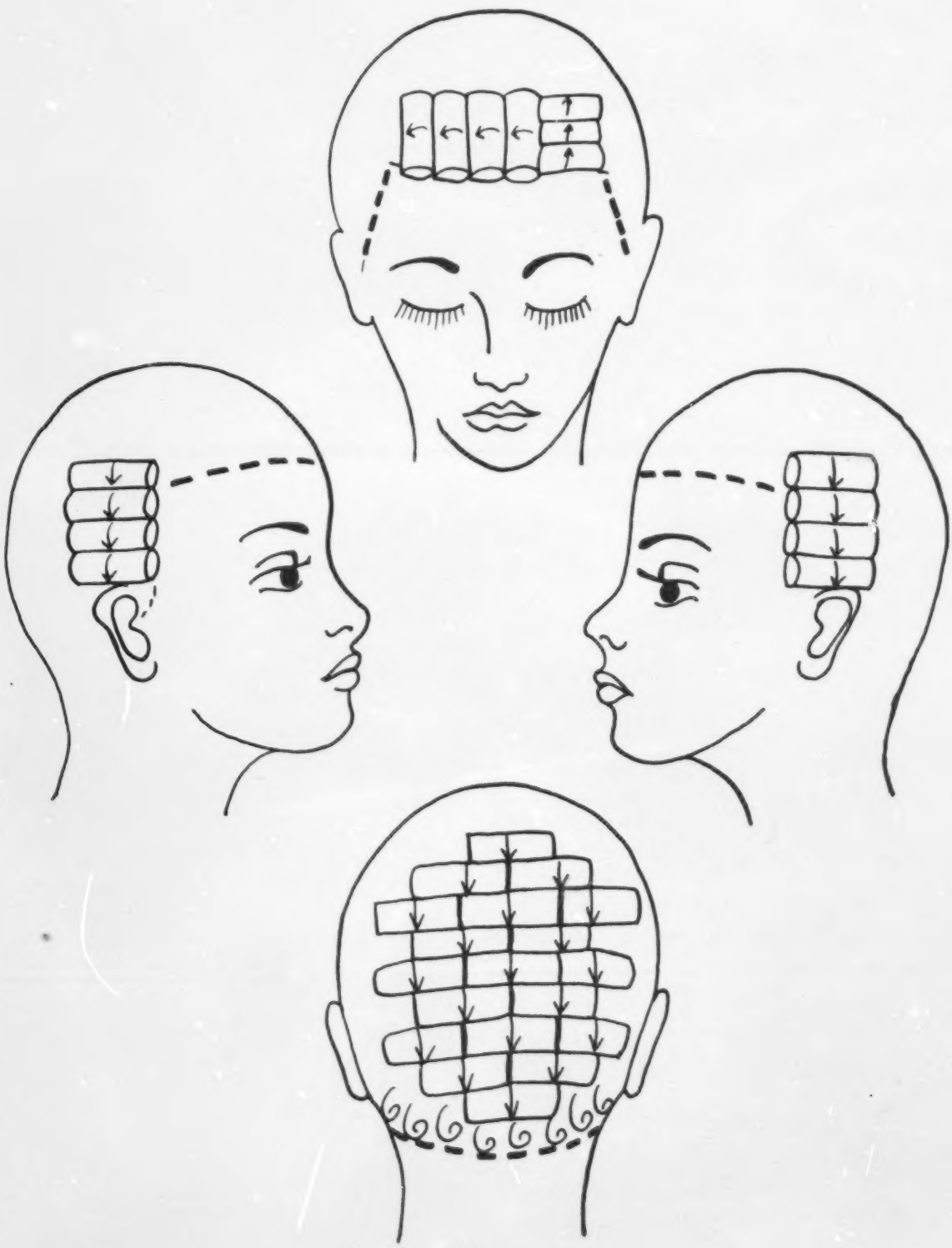


CROSS SECTION OF SKIN



CROSS SECTION OF SKIN

ROLLER SET - II



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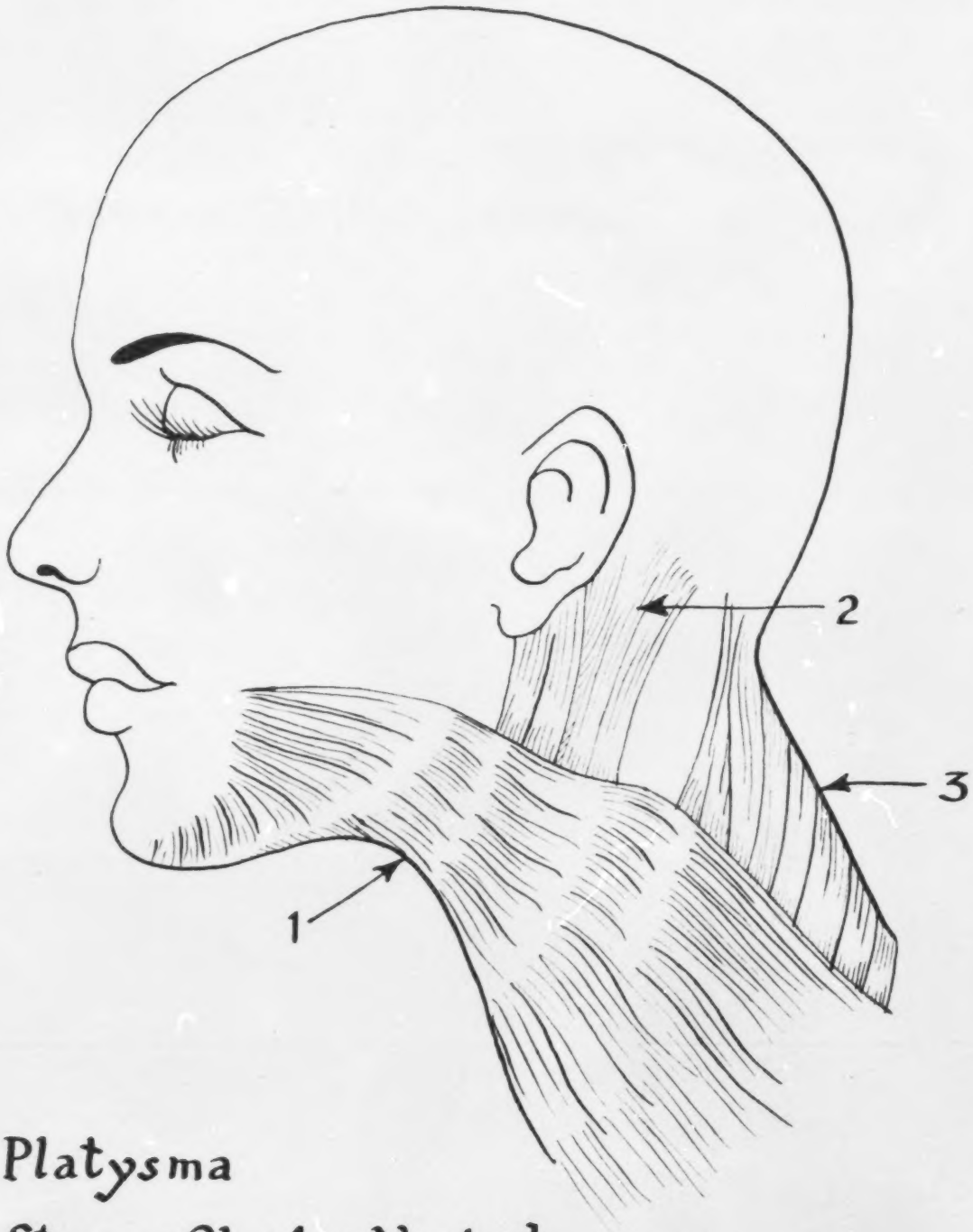
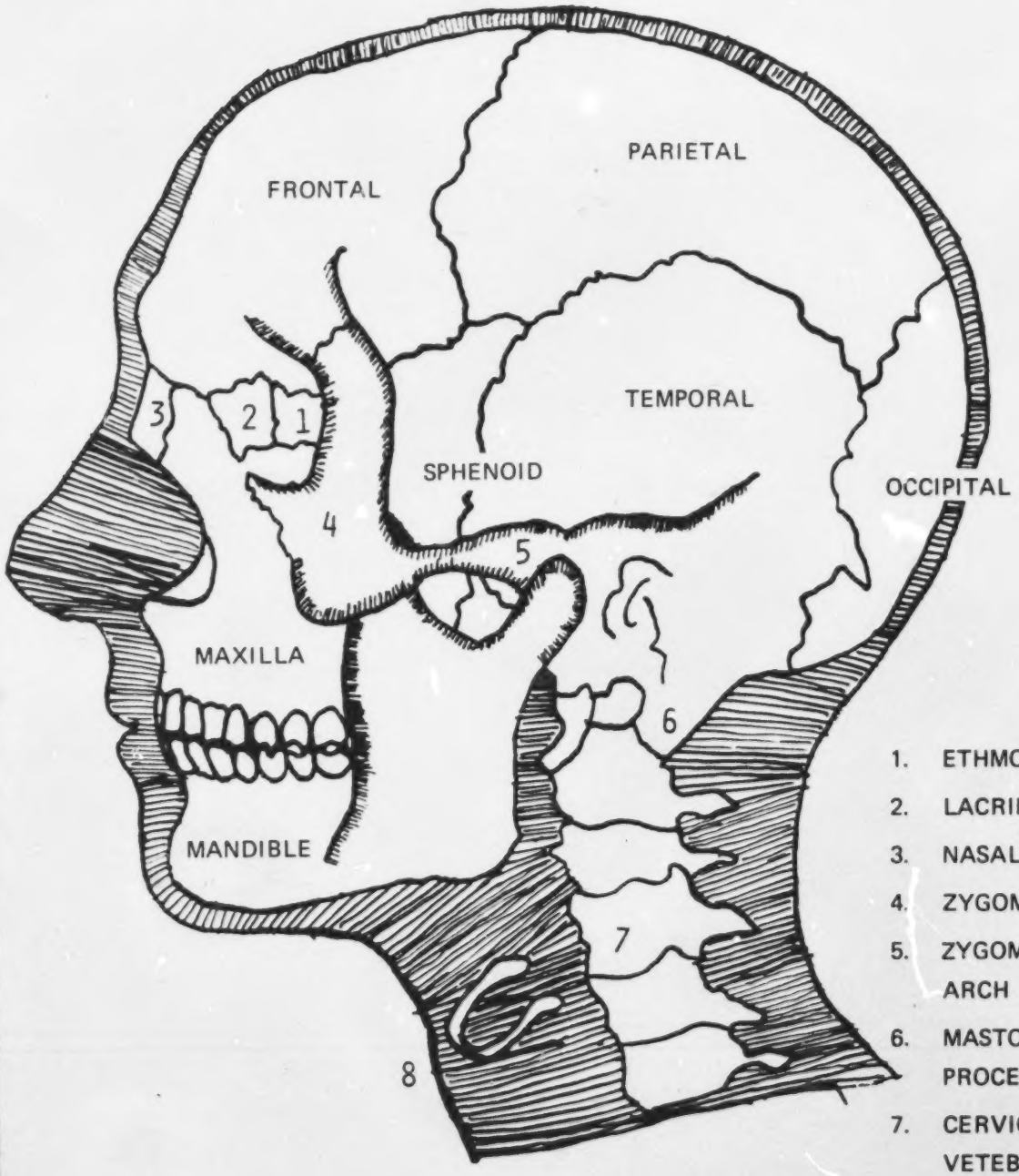
AV–28

MUSCLES OF THE NECK



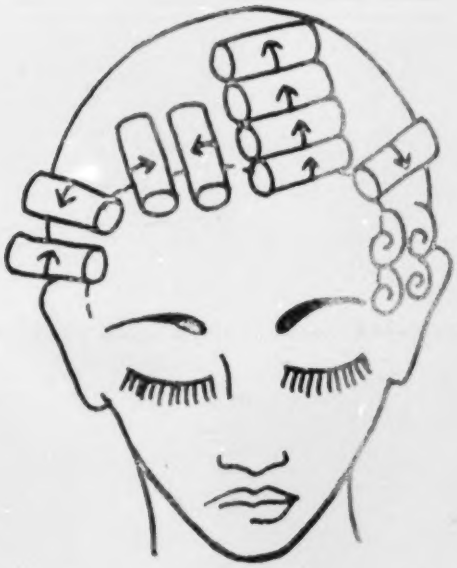
1. Platysma
2. Sterno-Cleido-Mastoid
3. Trapezius

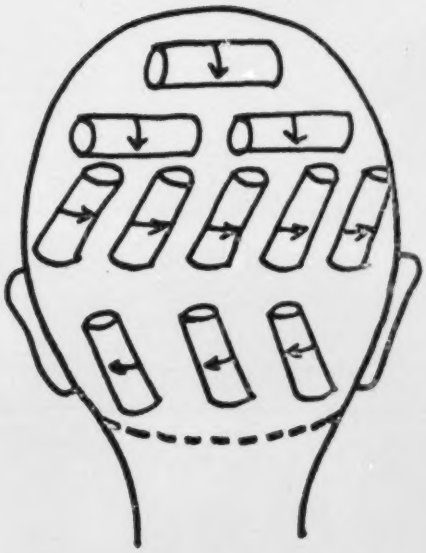
BONES OF THE CRANIUM



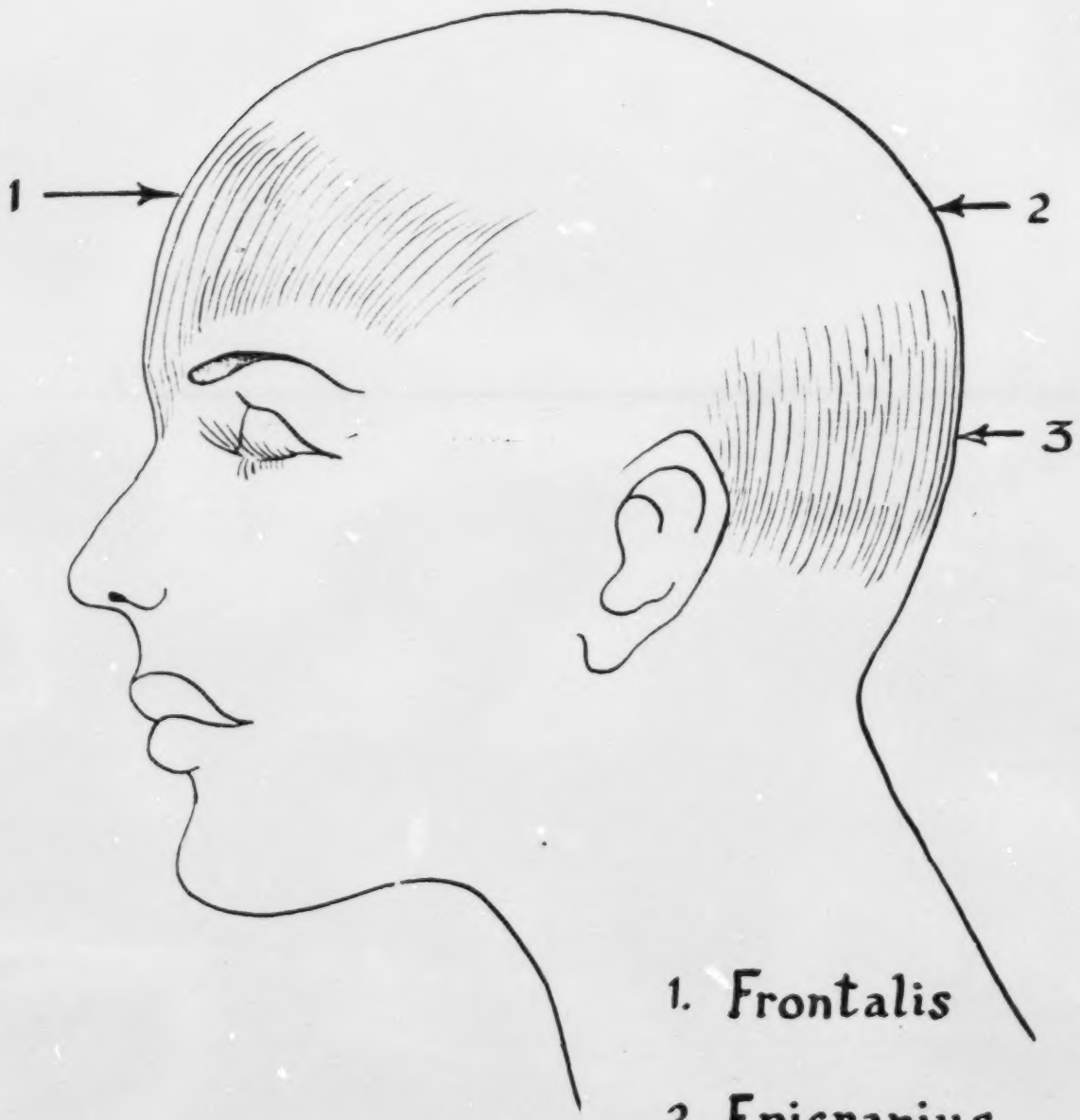
1. ETHMOID
2. LACRIMAL
3. NASAL
4. ZYGOMA
5. ZYGOMATIC ARCH
6. MASTOID PROCESS
7. CERVICAL VETEBRAE
8. HYOID BONE

ROLLER SET III





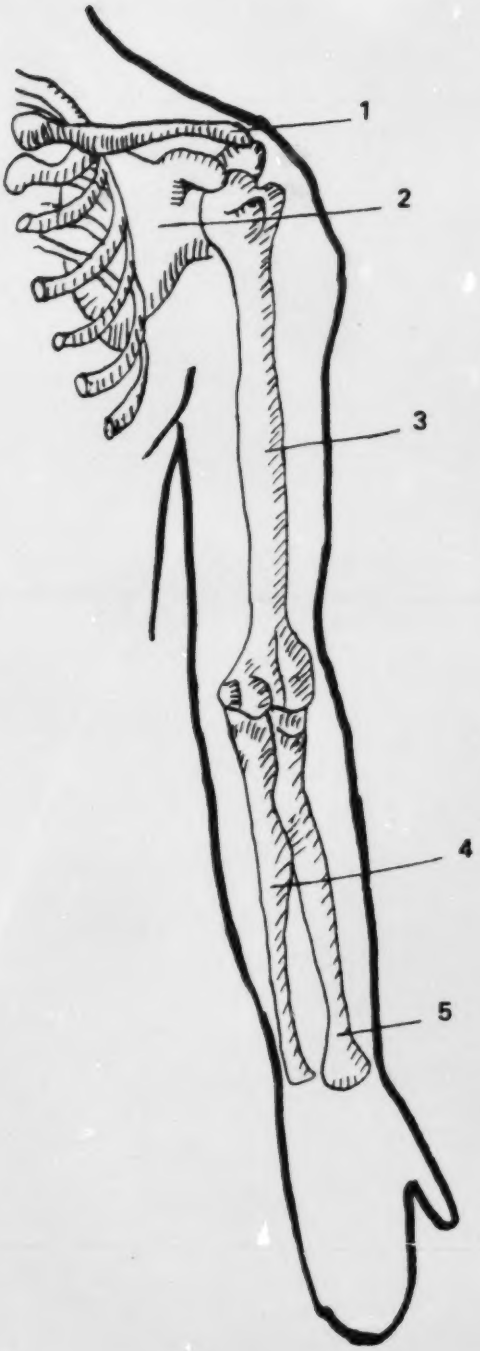
MUSCLES OF THE SCALP



1. Frontalis

2. Epicranius

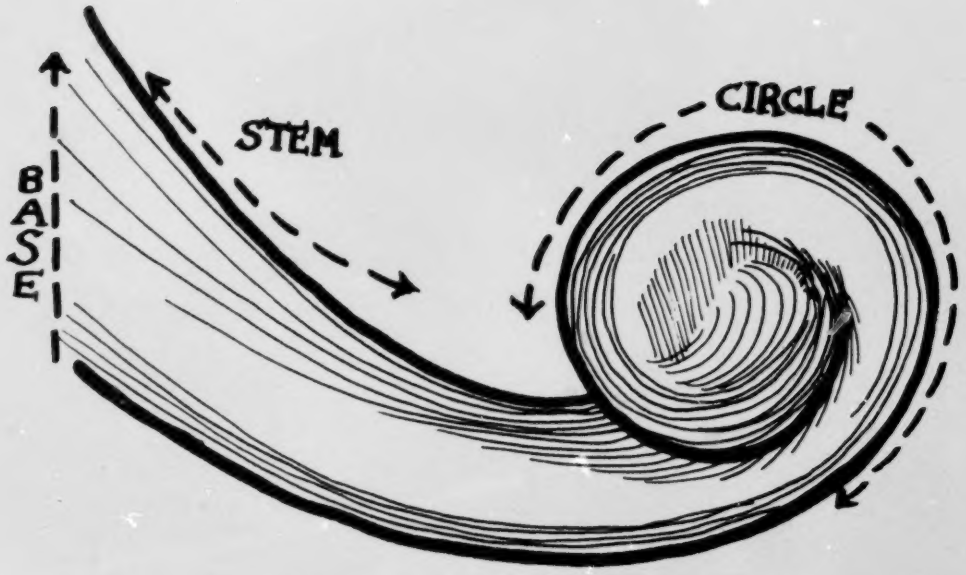
3. Occipitalis



BONES OF THE ARM

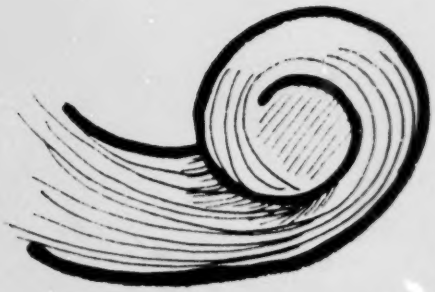
1. CLAVICLE
2. SCAPULA
3. HUMERUS
4. ULNA
5. RADIUS

PARTS OF A CURL



MOBILITY OF A CURL

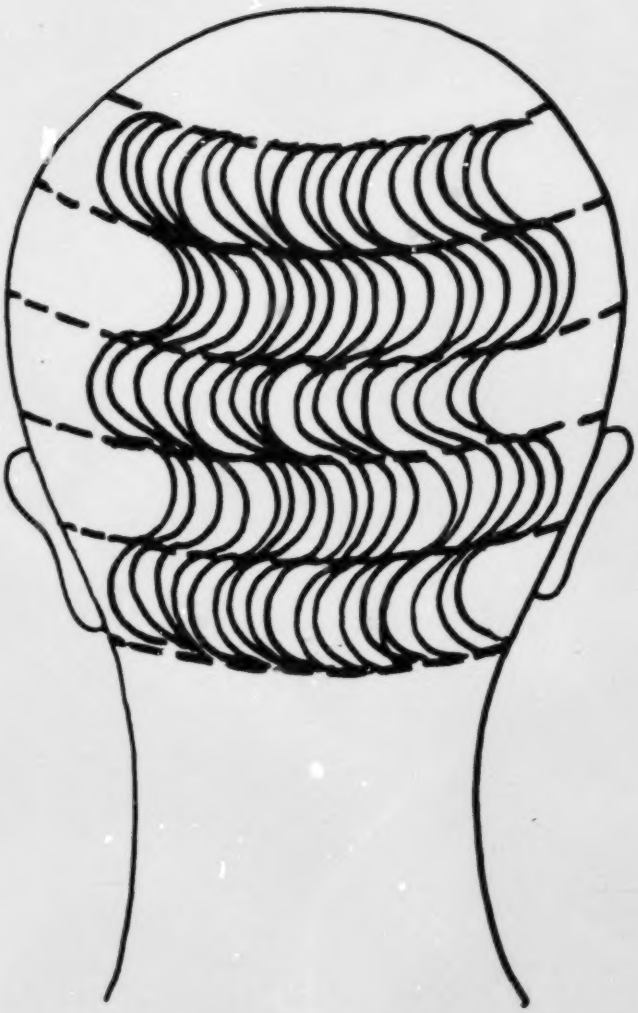
NO-STEM CURL



HALF-STEM CURL

FULL-STEM CURL

FINGERWAVING BACK OF HEAD



SET USING FINGERWAVE & MAYPOLE CURLS

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AV–36b